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New Brunswick School Series.

ENGLISH GRAMMAR

AND

ANALYSIS

TAUGHT SIMULTANEOUSLY,

WITH

Numerous Exercises.

BY

J. ROBERTSON.

Prescribed by the Board of Education for New Brunswick.



Thos & Murby
London:

THOMAS MURBY,

32, BOUVERIE STREET, FLEET STREET, E.C.

1874.

EDUCATION OFFICE, PROVINCE OF NEW BRUNSWICK,
FREDERICTON, Nov. 24, 1871.

The Board of Education, under the authority of the Common Schools Act, 1871, has prescribed this edition of "English Grammar and Analysis," as a Text Book for use in the Schools of this province.

THEODORE H. RAND,
Chief Superintendent of Education.

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Prefatory Remarks.

THE distinctive features of the present work are the following :—

1. The pupil is taught to parse and analyse intelligently from the beginning.
2. The sentence in its simplest form is first explained, the various adjuncts being afterwards gradually introduced, and the parts of speech are given in the order which it has been found presents fewest difficulties to the learner.
3. The Text and accompanying Exercises are carefully graduated, the latter being chiefly taken from Standard Authors.
4. The Lessons in Analysis are so arranged that they may be taken simultaneously with the Grammar, or left for a second course.
5. The rules of Syntax are deduced from the various principles as they are explained; Common Errors *only* being illustrated.
6. It is believed that the Exercises, which are unusually numerous, will greatly aid the learner in acquiring a knowledge of Composition.

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ENGLISH GRAMMAR AND ANALYSIS.

SUBJECT—PREDICATE.

1. Whatever we *think* is called a Thought.
2. A thought, put into words, forms a Sentence.
3. In every sentence there must at least be *two* things :—

1st. What is spoken about.

2nd. What is said about it.

Ex.—Birds fly.

What is spoken about in that sentence? *Birds*.

What is said about them? *Fly*.

4. What is spoken about is called the Subject.

5. What is said about the subject is called the Predicate.

Ex.—Girl sings.

What is spoken about? *Girl*.

Girl then is called the Subject.

What is said about *girl*? *Sings*.

Sings is called the Predicate.

Write the following exercise according to the example given :—

Ex.—Girl		Subject.
Sings		Predicate.

NOTE.—Each exercise throughout the book is intended to serve for three, four, or more Home Exercises, so as to allow each little piece of new matter to be thoroughly acquired. The exercises, however, may be done orally at first, according to the option of the teacher.

Exercise 1.

Trees grow. Sun rises. Thomas writes. Kettle sings. Snow fell. Rivers flow. Stars twinkle. Chimney smokes. Horse

neighed. Girl sews. Children played. Fire burned. Winds blew. Water boils. Ships sail. Boy sang. Waves dash. Soldier fired. Minister preaches. Lion roared. Cannon burst. Train starts. Shoe pinches. Hedges blossomed.

THE NOUN.

6. Everything that we see, hear, smell, taste, etc., has a name; as, *horse, bell, flower, sugar, London, Peter, kindness.*

Ex.—Leaves fall.

Is there any name in that sentence? Yes; *leaves.*

Point out or write the names in the following sentences.

Exercise 2.

Gold glitters. Gas burns. Corn ripened. Flowers withered. Window rattles. Coach stopped. Horse gallops. Steamer leaves. Lady sings. Boys played. Elephant carried. James weeps. Charity blesses. God governs. Virtue adorns. Noise frightened. Sheep died. Storms raged. General commands. Father arrived. Bells ring. Dish broke. House stands. Guilt condemned. Door opened.

7. The *name* of anything is called a **Noun**.

What is the name of this? *Book.*

What is the word *book* therefore? A noun.

Method to be followed by pupil in doing Exercise 3.

Ex.—Leaves fall.

Leaves		A noun, subject.
fall		predicate.

8. **Method of oral examination to be invariably pursued by the teacher, at each step throughout the book, when the pupil is parsing.*

* The teacher is requested, first to give out the exercise to be done at home, and then, on the following day, to have it repeated orally by the pupils, when this method of questioning should be followed.

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What is spoken about in that sentence? *Leaves*.

What is said about *leaves*? *Fall*.

Why is *leaves* a noun? Because it is the name of something.

Why is it called subject? Because it is what is spoken about.

Why is *fall* called the predicate? Because it is what is said about the subject, *leaves*.

Exercise 3.

Picture hangs. Child dances. Lambs bleat. Doctor attended. Servant assisted. Aunt arrived. Prisoner dreams. William escaped. Woman begged. Lark sings. Apples grew. Barrel burst. Postman knocks. Grocer bought. Book amuses. Friend died. Fingers feel. Eyes glance. Angel appeared. Paul travelled. Soldier marches. Smoke curled. Supper waits. Mountains rise.

PERSON OF NOUNS.

9. Three Persons are used in parsing, and these are called respectively, the first, second, and third.

10. Nouns are generally, though not always to be of the third Person.

Ex.—Brother reads.

Brother	a noun of the third person (<i>why</i> ?), subject
reads	predicate.

Exercise 4.

Mouse nibbles. Rain poured. Chain binds. Cat scratched. Cock crows. Silver melted. Shilling disappeared. Thunder pealed. Parrot talks. John thinks. Bees hum. Robbers attacked. Carriage passes. King rules. Peace returned. Maiden prays. Daughter knits. Organ sounded. Year begins. Hair curled. Day dawns. Heart beats. Milkmaid sung. Vice debases.

THE NUMBER OF NOUNS.

11. What is the difference in meaning between *book* and *books*? *Book* signifies just *one* book; *books* means *more* than one.

How many are meant by *houses*? More than one.

How many is meant by *man*? Just one.

Tell whether each of the following words means one thing or more than one :—

Exercise 5.

Apples, son, leaves, joys, star, stones, children, hero, kings, labourer, fruits, shoe, bag, bears, ink, cart, window, gooseberries, thieves, ship, ropes, streets, men, geese, gates, wheel, bottle, pens, gardens.

12. When the noun means only *one*, it is said to be **Singular**. When it means *more* than one, it is said to be **Plural**.

This is called the **Number** of the noun.*

Of what number is each of the following nouns?

Exercise 6.

Slate, windows, boxes, tree, woman, children, paper, gold, button, hats, mice, birds, moon, cow, sorrows, chimney, knives, chair, coat, bellows, coal, trousers, pencils, jam, soap, bookcase, soldiers, letters, merchant, rock, baker, chain, spoon, floors, scissors (*no sing.*).

Ex :—Boys climb. (See No. 8.)

Boys climb		a noun of the 3rd person, plural (<i>why</i> ?), subject. predicate.
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Exercise 7.

Kingdoms arose. Mason builds. Moon shone. Ducks quack. Table creaks. Dogs bark. Foxes steal. Mother loves. Men quarrelled. Coal burns. Leaf quivers. Wheels roll. Bears growl. Children run. Fire blazes. Lightning flashes. Coat fitted. Heroes conquered. Brothers lived. Duty calls. Gentlemen hunt. Experience teaches. Top spins. Oxen feed. Goose cackles.

THE GENDER OF NOUNS.

13. Among living creatures there are two sexes, the **Male Sex** and the **Female Sex**.

Of what sex are the persons or animals named below?

* For the Formation of the Plural, see No. 237. As the pupils do not in general spell plurals by the Rules, it is much simpler to make no reference to them till a later stage.

Boy,
soldier,
countess,
poetess

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bride,
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Queen
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Prince
Husband
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Exercise 8.

Boy, lady, brother, horse, father, daughter, uncle, queen, soldier, mistress, sister, mare, bull, madam, baron, landlord, countess, prince, abbot, peacock, cow, tigress, widow, earl, poetess.

14. All nouns applied to males, are said to be **Masculine** in gender.* All nouns applied to females, are said to be **Feminine** in gender.

Of what gender is each of the following words?

Exercise 9.

Son, husband, girl, cow, duchess, wife, grandfather, sailor, bride, princess, heiress, governor, widower, heroine, landlady, belle, heir, her, man, aunt, woman, bachelor, maid, songstress, soldier, waitress, master.

Gender is the Distinction of Sex.

Ex.—Queen reigns.

Queen		a noun, 3rd pers., sing., fem. (<i>why?</i>), subj.
reigns		predicate.

Exercise 10.

Mother nurses. Coachman rides. Boys jump. Uncle visited. Mare canters. Peter recited. Girls skip. Sister laughed. Milliners stitch. Isabella attended. Lawyer pleaded. David wrote. Absalom revolted. Lady approached. Lioness watched. Prince spoke. Horse drags. Jane writes. Samuel judged. Husband entered. Chairman addressed. She-goat browsed. Painter travels. Marchioness bowed.

15. Of what *sex* is a house? It is *not* male, and it is *not* female. It has no sex, as it is not a living creature; so we say that the *word*, or noun, *house* is neither masculine nor feminine in gender.

* For Tables of Gender, see No. 236. They may be learned at this stage, but are not absolutely necessary.

Ex.—'Tree shakes.

Tree		a noun, 3rd pers., sing., neither masculine nor feminine, subj.
shakes		predicate.

NOTE.—In writing, but *never* in speaking, the word *neither* (or *neith.*) may be used for "neither masculine nor feminine," as:—

Tree, a noun, 3rd pers., sing., *neith.*, subj.

The word *neuter* is also used.

Exercise 11.

Bottle broke. House totters. Mirror reflects. Sun sets. Shepherd watches. Wife superintends. Candle flickers. Poet praised. Countess dresses. Smoke ascends. Hand held. Clerk copied. Landlord sold. Ship struck. Manservant attends. Glasgow flourishes. Maidservant sweeps. Street ends. Roof sloped. Plant blossomed. Battle begins. Bridge stretched. Merchant buys. Scissors cut. Table turns. Organ sounded. Dress becomes. Music cheers.

16. Of what sex is a *servant*? The person is either *male* or *female*.

What gender therefore is the word *servant*? It is either masculine or feminine.

The word *either* (or *each*.) may be used in writing as a contraction for "either masculine or feminine."

Ex.—Servant washes. (See No. 8.)

Servant		a noun, 3rd pers., sing., <i>either</i> (?), subj.
washes		predicate.

Exercise 12.

Friend loves. Bird soars. Eagle attacked. Witness stood. Neighbour assisted. Robert appeared. Cloth concealed. Princess arrived. Sorrow purifies. Lamb bleats. Cousin sympathised. Child behaved. Whale spouts. Fish swims. Guardian protected. Officer commanded. Barometer rises. Pillar supported. Companion called. Animal disappeared. Boxes contain. Mouth opened. Swallow twitters. Sparrow chirps.

17. Of what sex are *parents*? They are of both the male and female sex.

Of what gender therefore is the word *parents*? It is both masculine and feminine.

The word *both* may be used as a contraction for "both masculine and feminine."

The term common gender is often given to nouns that are "*either*" or "*both*."

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Ex.—Parents protect. (See No. 8.)

Parents | a noun, 3rd pers., plu., both, subj.
protect | predicate.

Exercise 13.

Birds build. Eagles swoop. Friends assembled. Children played. Servants cooked. Schoolmates grieved. Knives disappeared. Foot slipped. Mary repented. Laundress starches. Peacock screamed. Authoress died. Mountain towered. Evening approaches. Monarchs trembled. Listeners departed. Blossoms appear. Crowd (*neith.*) dispersed. Streams mingle. Steamboat left. Winds whistle. Sheep perished. Branches waved.

THE OBJECT.

18. Ex.—1. Birds build nests.

2. Man shot birds.

In the first sentence, What is spoken about? *Birds.*
What is said about them? *Build.*
What do they build? *Nests.*

The word *nests* is what is *acted upon* by the birds, and hence is called the Object.

19. The Object in a sentence is *whatever is acted upon*.

What is the difference between birds in Ex. 1, and *birds* in Ex. 2? In 1 it is what is spoken about, or Subject. In 2 it is what is acted upon, or Object.

Arrange the following sentences, thus :—

Subject.		Predicate.		Object.
Birds		build		nests

Exercise 14.

Snow covered fields. James cut fingers. Sun lights earth. Sailor climbed rigging. Box contained toys. Fire destroyed warehouse. Boys broke window. George blotted copy-book. Pilot steered steamer. Boiler holds water. Lions eat flesh. Sparrow picked crumbs.

Parse the following sentences thus :—

Ex.—Snow covered fields. (See No. 8.)

Snow		a noun, 3rd pers., sing., neith., subj.
covered		predicate.
fields		a noun, 3rd pers., plu., neith., obj. (<i>why ?</i>).

Exercise 15.

James struck table. Horse kicked boy. Glass contains milk.
 Dew wetted grass. John expects visitors. Hound followed stag.
 Smith makes ploughs. Postman brought letters. Parents love
 children. Righteousness exalts nations. Falsehood disgraces
 boys. Priestess said prayer. Industry begets plenty. Clouds
 conceal moon. River overflowed banks. Clerk keeps books.
 Mamma sends compliments. Henry wrote exercise. Porter
 opened gate. Gardener plants cabbages. Axe cut tree. Potter
 made bowl.

For the *kinds* of nouns, see No. 235. They should not be taken up till a later stage, to prevent confusion.

CASE.

20. The *state* in which the noun is in the sentence is called *Case*. If it is the subject it is called *Nominative Case*. If it is the object it is called *Objective Case*.

Ex.—Baker sells biscuits.

Baker may be called either *subject* or *nominative case*.

Biscuits may be called either *object* or *objective case*.

Repeat Exercise 15.

THE VERB.

Ex.—Girl broke jug.

What did the girl do? *Broke*.

The word that tells us what she did is *broke*. *Broke* is called a *Verb*.

21. The *verb* is the word in the sentence that tells *what is done*.

Girl	a noun, 3rd pers., sing., fem., subj. or nominative case. a verb (<i>why</i> ?). (See No. 8.)
broke	
jug	

Exercise 16.

Mist concealed mountains. Margaret buys furniture. Solomon built temple. Maid infused tea. Carrier delivered parcel.

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Professor gave lecture. Paintings adorn gallery. Columbus discovered America. Johnson compiled dictionary. Nile waters Egypt. De Foe wrote Robinson Crusoe. Elizabeth harangues troops.

22. Syntax.—Rule I.—The subject of the verb must be in the nominative case.

23. When the subject in a sentence is of the third person, the verb is also said to be third person.

Ex.—Baker sells biscuits.

Baker	a noun, 3rd pers., sing., masc., subj. or nom. (Rule I.)
sells	a verb, 3rd pers. (<i>why?</i>).
biscuits	a noun, 3rd pers., plu., neith., obj.

Exercise 17.

Joiner saws wood. Sister loves flowers. Strangers rented seats. Merchant bought estate. Friends remain. Mechanic repaired engine. Band performs. Miller grinds wheat. Hand grasps sword. Fountains play. Bridge spans river. Canals connect seas. Truthfulness created respect. Snakes infest country. Lighthouse warned vessels. Kindness begets love. Cleanliness lessens disease.

24. If the subject is singular, the verb is singular. If the subject is plural, the verb is plural.

Ex.—Soldiers gained victory.

Soldiers	a noun, 3rd pers., plu., masc., nom. to <i>gained</i> . (Rule I.)
gained	a verb, 3rd pers., plural (<i>why?</i>).
victory	a noun, 3rd pers., sing., neith., obj.

Exercise 18.

Tempest swept coast. Poet published volume. Sailors attacked garrison. Paul preached sermons. Wolves pursued sledge. Shepherdess tends sheep. Wellington defeated Napoleon. Eagle seized rabbit. Hunters followed fox. Wars impoverish. Travellers slept. Congregation sang psalms. Waves rippled. Frogs leap. Dinner waits. Story entertained. Army (*neith.*) advanced.

25. Syntax.—Rule II.—A verb must agree with its nominative or subject in number and person.

TIME.

26. What difference is there in meaning between saying "*Sun rises*," and "*Sun rose*"? *Sun rises* expresses that it does so just now, at the *present* moment. *Sun rose* expresses that the rising is over and *past*.

The first expresses *present time*; the second expresses *past time*.

Ex.—Scholar forgot book.	
Scholar	a noun, 3rd pers., sing., eith., subj., or nom. to <i>forgot</i> . (Rule I.)
forgot	a verb, 3rd pers. sing., past time (<i>why?</i>). (Rule II.)
book	a noun, 3rd pers., sing., neith., obj

Exercise 19.

Grocer shuts shop. Tailor lost needle. Sluggard loses time. Elephant has trunk. Anchor holds steamer. Francis cut finger. Butcher sells beef. Captain bought yacht. Baby slept. Thieves fled. Fire toasted bread. Clock strikes. Milk froze. Wall protects garden. Eliza played piano. Sailors row life-boat. Papa brings oranges. Aunt occupies arm-chair. Poets praised beauty. Wind raises waves. Bishop visited Greece. Procession entered chapel. Titus destroyed Jerusalem. Chaplain reads prayers. Columbus set sail. James rode horse. Alexander wept. Train left London. Regiment (*neith.*) marched. Temperance preserves health. Bride kissed goblet.

Arrange Ex. 19 in the same way as Ex. 14.

27. Verbs which require an object after them, in order to complete the sense, are called **Transitive verbs**; as, Robert *struck* table.

Verbs which do not require an object after them, are called **Intransitive verbs**: as James *sleeps*; Dog *runs*.

28. Syntax.—Rule III.—Transitive verbs govern the objective case.

Repeat Exercise 19.

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THE ADJECTIVE.

29. An adjective is a word in a sentence which tells some quality of the noun or distinguishes it; as, *Clever* girls; *Good* shepherd.

What kind of *girls*? *Clever*. Therefore *clever* is an adjective.

What kind of *shepherds*? *Good*. *Good* is called an adjective.

30. An adjective may be placed before the subject, to tell some quality of it.

31. Method of oral examination for every sentence:—

Ex.—Young child loves mother.

What is spoken about? *Child*.

What kind of child? *Young*.

What is said about child? *Loves*.

What does it love? *Mother*.

Ex. parsed:—

Young		an adj. qualifying <i>child</i> .
child		a noun, 3rd pers., sing., eith., subj. or nom. (Rule I.)
loves		a trans. verb, 3rd. pers., sing., pres. time. (Rule II.)
mother		a noun, 3d. pers., sing., fem., obj. (Rule III.)

Exercise 20.

Friend brought toys. Kind friend brought toys. Lad pleased master. Smart lad pleased master. Leaves cover trees. Green leaves cover trees. Lazy boy lost place. Beautiful birds inhabit forests. Cruel children killed butterflies. Pretty flowers filled vase. Strong sailors turn wheel. Brave Wallace defended Scotland. Neat church crowned hill. Cheerful faces surround table. Old sexton tolled bell. Cunning fox stole hens. Swift steamer leaves wharf. Plump dairymaid made cheeses. Busy bees gather honey. Beloved father dies. Patient nurse watches. Bold soldier saved comrade. Gentle Agnes grieves. Wet weather comes. Intelligent artisan exhibited skill.

32. Syntax.—Rule IV.—Adjectives qualify nouns.

33. An adjective may likewise be placed before the object.

Exercise 21.

Alice brings eggs. Alice brings fresh eggs. Christ blessed children. Christ blessed little children. Wasps sting boys. Wasps sting meddlesome boys. Summer brings bright days. Grandmother likes good tea. Stranger showed great kindness. Porter carries heavy load. Huntsman has spirited horse. Squirrel ascended tall tree. River swept fertile plain. Travellers encountered great dangers. Moses plagued Egyptian king.

34. An adjective may be placed before both subject and object in the same sentence.

Exercise 22. (See 31.)

Girl got slate. Clever girl got slate. Clever girl got new slate. Strokes fell oaks. Little strokes fell great oaks. Kindly words cool anger. Merry hearts have smiling faces. Idle hands work much mischief. Industrious gardener collected ripe pears. Adversity tries true friends. Creeping ivy covers ruined castle. Rich farmer sows best seed. Cautious merchant does great business. Noble deeds show noble minds. Careful secretary wrote correct account. Greatest crowds followed standard. Sadder circumstances befel John. Wisest men have better methods. Pirates overhauled Portuguese ship.

35. Two or more adjectives may be prefixed to either subject or object, or to both at once.

Exercise 23.

Gentleman uses staff. Frail, old gentleman uses staff. Day succeeded night. Calm, clear day succeeded stormy night. Loud, shrill noise startled sleepers. Garden contained fine, red roses. Pupil makes bold, round letters. Skilful doctor treated severe, dangerous disease. Fierce tiger gave loud, dying yell. Good round, soft coal makes warm, bright, cheerful fire. Deep, broad, sluggish stream enters restless, heaving Atlantic Ocean. Heaviest ball penetrated thickest wall. Eager tourists see dim, distant mountains. Faithful, enduring camel traverses burning sandy desert. Sorrowing mother bewails dear, loved son. Cheap food follows plentiful harvest. Brazen trumpet gives agreeable, musical sound. Guilty, wicked creature occupied dirty, dark, narrow cell. Fair, proud Mary gave long, last glance. Happier days came. Holiest joy filled breast. Mountainous districts have wetter weather. George visited Spanish rivers.

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36. As the words *a, an, the, this* plural *those, that* plural *those*, and *yon*, qualify or distinguish the nouns before which they are placed, they are adjectives. They have received the name of **Demonstrative or Distinguishing Adjectives**.

	Ex.—That sweet music charmed the ear.
That	a distinguishing adjective, pointing out <i>music</i> . (Rule IV.)
sweet	an adj., qual. <i>music</i> . (Rule IV.)
music	a noun, 3rd pers., sing., neith., subj. or nom. (Rule I.)
charmed	a trans. verb, 3rd pers., sing., past time, agreeing with <i>music</i> . (Rule II.)
the	a dist. adj., pointing out <i>ear</i> . (Rule IV.)
ear	a noun, 3rd pers., sing., neith., obj., by <i>charmed</i> . (Rule III.)

Exercise 24.

Pillar supports house. The pillar supports the house. This chain fastens the gate. That woman desires this cottage. The old law remains. The active carter left this brown parcel. The lightning struck yon tree. The pleasant evenings pass. The ploughman tills the rough, uncultivated soil. Summer brings the swallow. The hardy mariner crossed the wild, stormy sea. Horseman arrived. A horseman arrived. An owl screams. Charles rented that house. Margaret washes this room. The next mail brought more news. These curtains cover the window. Those labourers finished dirty, wet, wearisome work. A nightingale sang some sweet notes. The bachelor bought these ornaments. The tutor teaches those boys. The bravest hero received some bad wounds. That publisher issues this monthly journal. Great humility distinguishes this priest. Yon stranger told an Irish story.

37. All the **Cardinal** numbers, *one, two, three, forty, hundred, thousand*, etc., or, 1, 2, 3, 40, 100, 1000, etc., are adjectives of **Quantity** or **Numeral** adjectives.

38. The **Ordinal** numbers, *first, second, third, tenth*, etc., are also adjectives of **quantity**.

39. *All, some, any, no, none, both, many, few, each, every, either, neither, several*, are adjectives of **quantity**.

Ex.—The first officer captured ten men.

The	a dist. adj., qual. <i>officer</i> . (Rule IV.)
first	a numeral adj. (or adj. of quantity), numbering <i>officer</i> . (Rule IV.)
officer	a noun, 3rd pers., sing., masc., nom. (or subj.) to <i>captured</i> . (Rule I.)
captured	a trans. verb, 3rd pers., sing., past time, agreeing with <i>officer</i> . (Rule II.)
ten	a num. adj., numb. <i>men</i> . (Rule IV.)
men	a noun, 3rd pers., plu., masc., obj., by <i>captured</i> . (Rule III.)

Exercise 25.*

Days passed. Two days passed. Horses drew wagon. Six horses drew wagon. The form held twelve girls. The enemy left many guns. Every sailor knows duty. The glorious victory cost eight thousand men. The glorious victory cost 8000 men. The weaver finished several beautiful pieces. An emperor led the grand army. The fire destroyed ninety houses. Uncle has four nephews. The stroke killed both engineers. Every tenth soldier fell. Clear frosty weather braces the muscles. A newspaper announces the fortieth death. Robert read 340 pages. Glasgow contains 480,000 inhabitants. Tom sent another man. The machine makes both articles. The groom mounted neither horse. This operation gives no pain. That precaution prevents any danger. The butcher sold the whole ox. The Greek merchant lost some money. The firm imports French wines.

40. Some nouns, when placed before other nouns to express a quality of them, are used as adjectives.

Ex.—Iron ring.

What kind of ring? *Iron*.

Iron is a noun used as an adjective.

Exercise 26.

A pin holds the shawl. A silver pin holds the shawl. John has a pencil-case. John has a gold pencil-case. The servant broke the china cup. Children blow soap bubbles. The palace had a glass roof. Louisa uses rose water. The miller wears a cloth coat. Twelve masons built that long stone wall. The shoemaker repaired the leather boots.

* For all the kinds of adjectives, see No. 238. It is not necessary to take them up further till that number is reached.

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COMPARISON OF ADJECTIVES.

41. The quality expressed by the simple adjective may generally be made greater or less: as, *long, longer, longest; small, smaller, smallest.*

This is called the **Comparison of Adjectives.**

There are three degrees of comparison, the Positive, the Comparative, and the Superlative.

The Positive degree is the simple adjective: as, *safe, great.*

The Comparative degree is formed by adding *r* or *er* to the Positive: as, *safe, safer; great, greater.*

The Superlative degree is formed by adding *st* or *est* to the Positive: as, *safe, safest; great, greatest.*

Tell the degrees of the adjectives in the following:

Ex.- -A smaller house.

Smaller | an adj., comp. deg., qual. house. (Rule IV.)

Exercise 27.

Happier days. Finer dresses. The highest steeple. Riper grain. Good potatoes. Bad butter. The greatest lawyer. The greenest gooseberries. Many marbles. Fewer houses. Merriest people. Nicest garden. Sweeter pears. The warmest fire. A cold night. A large orange. Clever tricks. A damp day. Foremost need. An early hour.

41a. Distinguishing Adjectives and Adjectives of Quantity cannot be compared. Several other adjectives, *strictly speaking*, do not admit of comparison: as, *almighty, perfect, infinite, extreme, square, everlasting, English*, etc.

Adjectives of two syllables, when they are not easily pronounced, and those of more than two, are generally compared by prefixing *more* and *most* or *less* and *least*: as, *discreet, more discreet, most discreet.* *

* The Exercise on Comparison by *more* and *most* is omitted till after the adverb. See Nos. 168, 239.

John the

If the adjective end in *y* preceded by a consonant, the *y* is changed into *i* before adding *er*, *est*. as *happy*, *happier*, *happiest*.

42. Some words have, for the Comparative and Superlative, words quite different from the Positive. This is called **Irregular Comparison**.

Irregular Comparison.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good	better	best
Bad, evil, ill	worse	worst
Much, many	more	most
Little	less	least
High	nigher	nighest, next
Old	older, elder	oldest, eldest
Far	farther	farthest
Fore	former	foremost, first
Late	later, latter	latest, last
Hind	ninder	hindmost, hindernost

Compare the following adjectives *when it is possible* :—

Exercise 27a.

Large, dreary, kind, gentle, big, early, careful, almighty, thin, this, six, good, precious, beautiful, hot, old, cold, wise, delightful, fat, late, little, hardy, several, sagacious, that, much, sorry, talk, glad, deep, third, external, dead, keen, soft, right, eight, ill.

Parse the following sentences :—

Exercise 28.

James brought the greatest number. That rose gives a pleasanter smell. The strangers chose the worst day. Gold has harder qualities. Little troubles followed. The lawyer sends an older brother. The ship sustained heavy damage. The young sailor avoided the worst dangers. The shareholders sustained heavier losses. The next boy takes the higher place. The traveller spoke the last word. The poorest person received the largest share. A greater wonder follows. Such deeds outrage the holiest feelings. The master wanted a better man. The late hour prevented further proceedings. Little pains bring little gains. The best men die.

Ex.—The bravest hero received some bad wounds.

General Analysis.

Subject.	Predicate.	Object.
The bravest hero	received	some bad wounds.

Particular Analysis.

The	(adj.) enlargement of subject.
bravest	(adj.) enlargement of subject
hero	(noun) simple subject.
received	(verb) predicate.
some	(adj.) enlargement of object
bad	(adj.) enlargement of object.
wounds	(noun.) simple object.

Analyse exercises 20, 21, 22, 23, 25, 26, and 28, both generally and particularly.

THE POSSESSOR, OR POSSESSIVE CASE.

43. Ex.—Peter's books.

Whose books? *Peter's*.

The books belong to *Peter*; he possesses them.

Therefore *Peter* is called the Possessor.

Point out the Possessors in the following exercise :

Exercise 29.

John's mother. Men's hats. Bird's song. Ploughboys sing.
Girl's bonnets. Boys' marbles. Death's sting. Brave boy.
Life's pleasures. Pen's point. City's streets. Fox's hole. Foxes'
holes. Lion roars. Queen's court. Water's brink. Ocean's tide.
Moses' law. Shepherd's crook.

44. The Possessor is indicated by the mark (') called the Apostrophe.

45. How to find the *number* of the Possessor :—

If the part of the word before the apostrophe is singular, the whole word is singular. If the part of the word before the apostrophe is plural the whole word is plural.

Ex.—Man's life.

The part before the apostrophe is *man*, which is singular; hence *man's* is singular.

Ex.—Ladies' gloves.

The part before the apostrophe is *ladies*, which is plural; hence '*adies*' is plural.

Ex.—The eagles' feathers adorn the hat.

The eagles'	a dist. adj., pointing out <i>feathers</i> . (Rule IV.)
	a noun, 3rd pers., plu. (<i>why?</i>), eith. or both, possessor, possessing the <i>feathers</i> .
feathers	a noun, 3rd pers., plu., neith., nom. or subj. (Rule I.)
adorn	a trans. verb, 3rd pers., plu., pres. time, agr. with <i>feathers</i> . (Rule II.)
the hat	a dist. adj. pointing out <i>hat</i> . (Rule IV.)
	a noun, 3rd pers., sing., neith., obj., by <i>adorn</i> . (Rule III.)

Exercise 30.

Father told story. Mary's father told story. The son watched the pilot. The captain's son watched the pilot. Bonnets attracted attention. Girls' bonnets attracted attention. The tailor's coat fitted the apprentice. Nelson's sailors captured the ship. The widow's mite pleased Christ. The soldiers' general received a wound. The mason's children drank the milk. The bees' hive contains honey. Charles's clerk obeyed the orders. England's ships cover all seas. The country's beauty delighted the numerous travellers. The ladies' visitors entered the splendid room. The gardener's roses fade. That king's horse cost much money. A boar's head adorned the banquet hall. The maker's name satisfied the fastidious purchaser.

46. The *state* of the noun, expressed by the possessor, is called the **Possessive Case**.

47. Syntax.—Rule V.—When two nouns come together, signifying different things, the first is put in the possessive case.

48. The object in a sentence may also have a possessor.

James

got

the
child's

book

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The k
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Poem
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Ex.—James got the child's book.

James	a noun, 3rd pers., sing., masc., nom. or subj. to <i>got</i> . (Rule I.)
got	a trans. verb, 3rd pers., sing., past time, agr. with <i>James</i> . (Rule II.)
the	a dist. adj., pointing out <i>book</i> . (Rule IV.)
child's	a noun, 3rd pers., sing., eth., poss., possessing <i>book</i> . (Rule V.)
book	a noun, 3rd pers., sing., neith., obj., by <i>got</i> . (Rule III.)

Exercise 31.

The dog gained affection. The dog gained master's affection. The goats reached the summit. The goats reached the mountain's summit. The children seek nests. The children seek birds' nests. The visitors admired the officer's sword. The deliverer breaks the captives' chains. The heavy snow destroyed the shepherd's flocks. The porter brought the day's newspapers. The keen sportsman crossed the farmer's fields. No stranger witnessed the parents' grief. All eyes watched the balloon's ascent. Great fear seized the town's inhabitants. Some boy took Peter's pencil. Five hundred horsemen entered the sovereign's camp. The missionary visited Navigator's Islands. A terrific storm overturned the church's spire. Several women witnessed Robert's departure.

49. There may be several possessors in the same sentence.

Exercise 32.

The boat carried the letters. The company's boat carried the letters. The company's boat carried the minister's letters. Poems gained praise. Milton's poems gained praise. Milton's poems gained the nation's praise. Mother had a great fever. Wife's mother had a great fever. Peter's wife's mother had a great fever. The squire's coachman drove the king's carriage. The sentinel's ears heard the horses' tramp. The lawyer studied the Students' Hume's History. Scotland's mountains nursed a hardy race. The roses' smell perfumed the summer's air. Generous doctor assisted the starving family. Neighbour's generous doctor assisted the starving family. Father's neighbour's generous doctor assisted the starving family. The long sermon exhausted the hearers' patience. The bank's directors rejected the duke's offers. The lake's surface reflected the moon's light. The lake's calm surface reflected the moon's silvery light. The old man's memory recalls childhood's happy hours. Death entered the peasant's lowly cottage. Autumn's cool breezes tossed

the maiden's golden hair. The past day's heavy rain allayed the storm's resistless force. March's cold winds nip the trees' early buds. The monarch's eldest son received the father's glittering crown.

50. Insert the apostrophe and the "s," or the apostrophe, where required, in the following phrases and sentences :—

Exercise 33.

Peters pen. Eagles wings. Roberts house. Boys bag. Sailors song. Mens shoes. Childrens hats. Burns monument. Nelsons column. St. James Magazine. Britains glory. Solomons temple. He bought a captains commission. He studied Moses law. We read Chambers Journal. The carter held the horse head. The princess son died. Trafalgars Bay. He got the rope end. Thomas unbelief. Drydens Virgil. Cæsars wounds. Conscience sake. Summers evening. The suns eye had a sickly glare.

ANALYTICAL LESSON IV.

51. In analysis, if a possessor is joined with the subject, it is called an enlargement of the subject; and if joined to the object, it is called an enlargement of the object.

Ex.—The lake's surface reflected the moon's light.

General Analysis.

<i>Subject.</i>		<i>Predicate.</i>		<i>Object.</i>
The lake's surface		reflected		the moon's light.

Particular Analysis.

The	(adj.) enlargement of the subject.
lake's	(poss.) enlargement of the subject.
surface	(noun) simple subject.
reflected	(verb) simple predicate.
the	(adj.) enlargement of the object.
moon's	(poss.) enlargement of the object.
light	(noun) simple object.

Analyse exercises 30, 31, and 32, both generally and particularly.

52. Thus if
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for the

53. place of

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PERSONAL PRONOUNS.

52. A Pronoun is a word used in place of a noun. Thus if, instead of saying James sleeps, we say, He sleeps, *he* would be called a pronoun, since it stands for the noun James.

53. Personal pronouns are those used simply in place of the names of persons or things.

54. They are either *simple* or *compound*.

55. Simple personal pronouns are arranged in three persons, the first, second, and third.

56. They are all of the same number and gender as the nouns in place of which they stand.

57. The simple personal pronoun of the first person is used in place of *the name of the person who is speaking*.

58. The form it takes for the nominative case or subject is **I** for the singular, and **we** for the plural.

59. When the subject is *first* person the verb is *first* person.

Ex.—I wrote a whole page.

I	a simple personal pronoun of the 1st pers., sing., eith., nom. (or subj.) to <i>wrote</i> . (Rule I.)
wrote	a trans. verb, 1st pers. (<i>why?</i>), sing., past time, agr. with I . (Rule II.)
a	a dist. adj., qual. <i>page</i> . (Rule IV.)
whole	a num. adj., num. <i>page</i> . (Rule IV.)
page	a noun, 3rd pers., sing., neith., obj., by <i>wrote</i> . (Rule III.)

Exercise 34.

I made a paper kite. We held the string. I expected good reward. I see the twinkling stars. I climbed the spreading oak. We found a robin's nest. We played a nice long game. I heard the steamer's paddle. We bring sister's kind regards. We caught a fine fat salmon. I spent an hour. I gathered ripe brambles. We launched the old keeper's frail boat. I learned Longfellow's last new psalm. We raised the village hero's monument. An anxious mother's earnest prayer reached heaven's

throne. This poor wretch destroyed a long life's labour. I trembled. We rested. We crossed the river. I completed the task.

60. The simple personal pronouns of the **second person** stand in place of *the names of the persons to whom we speak*.

61. They are **thou** and **you** for the nominative (or subject) singular, and **ye** and **you** for the nominative (or subject) plural.

62. **You** is either singular or plural, according to the meaning.

63. When the nominative or subject is *second person*, the verb is also *second person*.

Ex.—You tasted the tart.

You	a sim. pers. pron., 2nd pers., sing. or plu., eith. or both, nom. (or subj.) to <i>taste</i> . (Rule I.)
tasted	a trans. verb, 2nd pers. (<i>why</i> ?), sing. or plu., past time, agr. with <i>you</i> . (Rule II.)
the	a dist. adj., pointing out <i>tart</i> . (Rule IV.)
tart	a noun, 3rd pers., sing., neith., obj., by <i>tasted</i> . (Rule III.)

Exercise 35.

You ate the apple. Thou rememberest man's frailties. Thou killest the prophets. You followed the great crowds. I sing the Creator's praise. You enjoy good health. We bore all the severe losses. Ye despised the apostles' warning voice. Thou feelest the sword's point. You visited a northern country. I watched the sinking star's last rays. Thou lovest a great treasure. You removed the grocer's shop's shutters. You beheld the beautiful evening (40) star. Ye shine. We sowed some beans. You dismissed the careless, untrustworthy salesman. I admire the lovely spring flowers. We removed the mahogany table. You invited many dear friends. Thou forgettest the commandment. Cruel, inhuman pirates infest the Chinese seas.

64. The simple personal pronouns of the **third person** stand in place of *the names of the persons or things that are spoken about*.

65. There are three of them—**He**, **She**, **It**.

66. **He** generally takes the place of nouns applied

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to males, and is therefore *masculine*. It is always nominative (or subject), and its plural is *They*.

Ex.—He spoke.

He		a sim. pers. pron., 3rd pers., sing., masc., nom. (or subj. to spoke. (Rule I.)
spoke		an intrans. verb, 3rd pers., sing., past time, agr. with He. (Rule II.)

Exercise 36.

Henry related the tale. He related the tale. He denied the charge. He attended all the doctor's lectures. We wore fancy dresses. You submitted a better plan. I avoided many inconveniences. He abandoned the city's outer battery. He required many more labourers. You spent the rich Jew's money. I incur some risk. He hesitated. He increased the house rent. Thou needest warm clothing. He presented a fine large bouquet. The men measured the gentleman's grounds. They wrote a long account. They extorted money. He needed all the assistance. I respect the country's good laws. They fought many a battle. He finished.

67. The simple personal pronoun of the third person—*She*—generally takes the place of nouns applied to females, and is therefore *feminine*. It is always nominative (or subject), and its plural is also *They*.

Exercise 37.

Mary knitted warm stockings. She knitted warm stockings. She attended a musical party. She takes much care. He plays the flute. She arranged some pretty flowers. We played one game. She won six prizes. The women spin yarn. They spin yarn. They want a young servant. The gardener's son brought some delightful grapes. She visited Italy. You detained the Captain's negro servant. He despatched a letter. They remained. They superintend the domestic affairs. I beg pardon. She admires thrift. He spends little time. You ask a better question.

68. The simple personal pronoun of the third person—*It*—generally takes the place of nouns applied to things that have no sex, and is therefore *neither masculine nor feminine* in gender. Its plural is *They*.

69. *They*, therefore may be masculine, feminine,

either masculine or feminine, neither masculine nor feminine, or both masculine and feminine, according to the gender of the noun for which it stands.

Exercise 38.

The leaf falls. It falls. It rained. It overturned several trees. It alarmed the neighbourhood. She selected a suitable occasion. It snows. It bore bad fruit. He summoned the faithful minister. Philip made great preparations. The cardinal forgot the bishop's arguments. It includes different districts. It shook the throne. We seek shelter. I found relief. They inhabit the rocky shore. She spoke the French language. Mary's death stopped the war. The roots withered. They withered. They give light. They possess property.

70. *He* and *she* are sometimes used in speaking of things that have no sex; as, speaking of the sun, we say, "*He* rises"; or, of a ship, we say, "*She* sailed." *It* is often applied to things which *have* sex; as, speaking of a child, we often say, "*It* screamed." *It* is generally used when the sex is doubtful. This licence which is taken with these pronouns may be called **Poetic Gender**.

THE SIMPLE PERSONAL PRONOUNS USED AS OBJECTS.

71. The simple personal pronouns which have just been treated of, have always been used as the *subjects* of sentences. In that form they can only be used as *subjects*. Each has a different form for the *object*, and this form can only be used as the object, and never as the subject.

72. The simple personal pronoun of the 1st person.

<i>Singular.</i>		<i>Plural.</i>	
<i>Nom. (or subj.)</i>	I	<i>Nom. (or subj.)</i>	We
<i>Obj.</i>	Me	<i>Obj.</i>	Us

Me is the objective corresponding to *I*. *Us* is the objective corresponding to *we*; as, *I* addressed the man. The man addressed *me*. *We* saw the man. The man saw *us*.

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73. T

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PERSONAL PRONOUNS.

Ex.—He struck me.

He	a sim. pers. pron., 3rd pers., sing., masc., nom. (or subj.) to <i>struck</i> . (Rule I.)
struck	a trans. verb, 3rd pers., sing., past time, agr. with <i>He</i> . (Rule II.)
me	a sim. pers. pron., 1st pers. sing., eith., obj., by <i>struck</i> (Rule III.)

Exercise 39.

I like the baker. The baker likes me. We passed the omnibus. The omnibus passed us. She found us. They followed me. You alarm us. He calls me. The old priest repeated an earnest prayer. The generous youth saved me. I betrayed no emotion. We blamed the wrong person. I obeyed orders. We resisted evil. The skilful workman instructed me. She expects us. The faithful dog followed me. Scott's monument pleased me. Smith's works amuse us. They heard me. I met the polite stranger. We pitied the widow. An ill life makes an ill death.

73. The simple personal pronoun of the 2nd person.

<i>Singular.</i>		<i>Plural.</i>	
Nom. (or subj.)	Thou or you	Nom. (or subj.)	Ye or you
Obj.	Thee or you	Obj.	You

As :—Thou hearest me. I hear *thee*. You hear me. I hear *you*.

I	a sim. pers. pron., 1st pers., sing., eith., nom. (or subj.) to <i>hear</i> . (Rule I.)
hear	a trans. verb, 1st pers., sing., pres. time, agr. with <i>I</i> . (Rule II.)
you	a sim. pers. pron., 2nd pers., sing. or plu., eith. or both, obj., by <i>hear</i> . (Rule III.)

Exercise 40.

Thou seest the captain. The captain sees thee. You accompany the lady. The lady accompanies you. She forgives you. I expect thee. The fiery old general resented the insult. We comfort you. Thou beholdest me. You taught us. You read some history. He destroyed the rats. It prevented you. You admire the old grey tower. Sweet sleep overpowered you. Ye expect a prophet. I directed you. They detained you. Thou receivest explicit orders. You ask me. I know thee. He helps you. Ye neglect the rules. The travellers visited Paul's birth-place. The faithless guides left you.

74. The simple personal pronoun of the 3rd person masculine.

<i>Singular.</i>		<i>Plural.</i>	
<i>Nom. (or subj.)</i>	He	<i>Nom. (or subj.)</i>	They
<i>Obj.</i>	Him	<i>Obj.</i>	Them

Ex.—You told him.

You	a sim. pers. pron., 2nd pers., sing. or plu., eith. or both, nom. (or subj.) to <i>told</i> . (Rule I.)
told	a trans. verb, 2nd pers., sing. or plu., past time, agr. with <i>you</i> . (Rule II.)
him	a sim. pers. pron., 3rd pers., sing., masc., obj. by <i>told</i> . (Rule III.)

Exercise 41.

He held the horse. The horse bit him. The chair supports him. The small band defeated him. The nimble horse won the chief race. The jailer released him. You astonish me. I recommended you. She invites us. I met them. The snow hinders them. They seized him. The master's kind friends paid the expenses. Jane's father told us. We seek them. They reproach them. You allowed them. She forgets the sad circumstance. The peacock's feathers adorned them. The boys' bonnets suit them.

75. The simple personal pronoun of the 3rd person feminine.

<i>Singular.</i>		<i>Plural.</i>	
<i>Nom. (or subj.)</i>	She	<i>Nom. (or subj.)</i>	They
<i>Obj.</i>	Her	<i>Obj.</i>	Them

Exercise 42.

She called me. I called her. She trusts us. We trust her. The pink ribbons become her. The clever policeman traced him. You learned good manners. Four Indian chiefs received me. They predict a severe winter. The pet lamb follows her. It sheltered her. He remembers a father's prayer. I congratulate them. They enjoy the lively game. The bold, rugged mountains delight them. The promised reward satisfied her. They charged the enemy's ranks. You displeased her. He preserved her. She concealed him. Some boy provoked them.

76. The simple personal pronoun of the 3rd person, neither masculine nor feminine.

<i>Singular.</i>		<i>Plural.</i>	
<i>Nom. (or subj.)</i>	It	<i>Nom. (or subj.)</i>	They
<i>Obj.</i>	It	<i>Obj.</i>	Them

They praise
navigate it.
formed the s
the hill's ste
made it. I
fourth horse
The wind to

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PERSONAL PRONOUNS.

Exercise 43.

They praised it. We sell it. It flourished. The inhabitants navigated it. The governor's servants wore it. The guide confirmed the statement. A sound sleep refreshed us. We climbed the hill's steep side. The spring floods destroyed it. A carpenter made it. It cost sixty pounds. Every man perished. The fourth horse stumbled. Thou seest it. The great fire injured it. The wind tossed them.

THE SIMPLE PERSONAL PRONOUNS USED AS POSSESSORS.

77. The word which denotes the possessor, corresponding to the simple pronoun of the first person, is *My* for the singular, and *Our* for the plural: as, *My* book; *Our* house.

The simple personal pronoun of the 1st person.

<i>Singular.</i>		<i>Plural.</i>	
<i>Nom. (or subj.)</i>	<i>I</i>	<i>Nom. (or subj.)</i>	<i>We</i>
<i>Obj.</i>	<i>Me</i>	<i>Obj.</i>	<i>Us</i>
<i>Poss.</i>	<i>My</i>	<i>Poss.</i>	<i>Our</i>

Ex.—Postman brought our letters.

Postman	a noun, 3rd pers., sing., masc., nom. (or subj.) to brought. (Rule I.)
brought	a trans. verb, 3rd pers., sing., past time, agr. with postman. (Rule II.)
our	a sim. pers. pron., 1st pers., plu., eith. or both, poss., possessing letters. (Rule V.)
letters	a noun, 3rd pers., plu., neith., obj., by brought. (Rule III.)

78. Syntax.—Rule V.—When two nouns, or a pronoun and noun, come together signifying different things, the first is put in the possessive case.

Exercise 44.

Pen broke. My pen broke. Clock stopped. Our clock stopped. My box contains maps. My box contains my books. He keeps

my book. The duke entertained my father. The mason repairs our playground. Mother makes my bag. She forgot my orders. The rain destroyed our flowers. Aunt purchased my knife. We lose our time. The king's children deserted him. They desire our company. Our friends grow some fine apples. The country tailor made my coat. The sly fox stole two ducks. We hooked an eel. She remembered me. It surprises us. Our boys tease them. My portrait attracted him. Our uncle warned you. Our strange behaviour shocked them.

79. The simple personal pronoun of the 2nd person.

<i>Singular.</i>			<i>Plural.</i>		
<i>Nom. (or subj.)</i>	Thou or You		<i>Nom. (or subj.)</i>	Ye or You	
<i>Obj.</i>	Thee or You		<i>Obj.</i>	You	
<i>Poss.</i>	Thy or Your		<i>Poss.</i>	Your	

Exercise 45.

Letters reached. Your letters reached. Basin broke. Thy basin broke. Your drawings please me. Thy umbrella sheltered us. Thou honourest thy parents. Your shoemaker made your shoes. You opened your door. Our key suits your lock. Your house adjoins our garden. My daughter lost your address. He performed the chief steward's duty. I eat my supper. Your influence saved them. We give our thanks. Thy right hand upholds her. The great heat destroyed our neighbour's strawberries. We love our father. Your dear old grandmother resembles your own (*adj.*) mother.

80. The words which denote the possessor corresponding to the simple pronouns of the third person, singular, are *His* for the masculine, *Her* for the feminine, and *Its* neither masculine nor feminine.

The plural is *Their* for all genders.

81. The simple personal pronouns of the 3rd person.

<i>Singular.</i>				<i>Plural.</i>			
<i>Nom. or subj.</i>	He	She	It	<i>Nom. or subj.</i>	They	They	They
<i>Obj.</i>	Him	Her	It	<i>Obj.</i>	Them	Them	Them
<i>Poss.</i>	His	Her	Its	<i>Poss.</i>	Their	Their	Their

Ink dried
His carriage
staff injured
rare bird
ried your
ber. He
Her needle
seized her
your wall
Masts cre
crowd str
inhabitan
streets.
Her shaw
enchante
await you
inhabits
hair. T
captives'
frightens
cut his a
brella.
Their in
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82.
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noun

83.
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Exercise 46.

Ink dried. John's ink dried. His ink dried. Carriage waits. His carriage waits. His time comes. His staff injured foot. His staff injured his foot. The faithful dog guards his master. His rare bird died. Your presence insures his safety. My uncle married your aunt. The setting sun's last rays enter our little chamber. He respects his sister. Needle broke. Mary's needle broke. Her needle broke. Her watch ticks. Her strength left her. They seized her jewels. His death broke her heart. Her paintings adorn your walls. I sought her good opinion. You speak your mind. Masts creak. Ship's masts creak. Its masts creak. Inhabitants crowd streets. The city's inhabitants crowd the city's streets. Its inhabitants crowd its streets. Its busy inhabitants crowd its wide streets. He discovered its source. I followed its winding course. Her shawl lost its bright colour. His dress pleases me. Its beauty enchanted them. The heavy snow covered our footmarks. We await your commands. Their horse hurt his leg. A fierce race inhabits its shores. You observe its decay. Her maid dressed their hair. The leaves lose their greenness. The deliverer broke the captives' chains. The guides left your knapsack. Thunder frightens my cattle. You possess my photograph. The butcher cut his arm. I admire her goodness. The stranger uses our umbrella. He delivered his first speech. She bought her ticket. Their industry encouraged their lazier companions. The fleet protects our merchants' ships. Their loss grieved them. Her boldness encouraged them. Its paddle struck the small boat's side. The enemy's shot killed our foremost man. Their judgment deceived them. We saved her life. My weight turned it. The deep rolling tide swept a desolated shore. The burnt child dreads the fire. She exhausted my patience. We held his sister's skipping rope. They returned our late visit. The blackest cloud has a silver lining. Small vessels brave the stormiest seas. You river skirts our estate. These branches conceal that window. Any other train suits. You remember this spot. Every body sleeps. Everybody sleeps. Nobody enjoys it. This accident alarms us.

82. All these possessors corresponding to the simple personal pronouns require to be followed by a noun in order to complete the sense.

83. When no noun follows, different forms for some of these possessors are used.

		Ex.—With noun expressed.		Without a noun.	
mine	is used for	my, as,	He brings my book.	He brings mine.	
thine	"	thy "	I have thy knife.	I have thine.	
hers	"	her "	She has her needle.	She has hers.	
ours	"	our "	You got our chair.	You got ours.	
yours	"	your "	We have your slate.	We have yours.	
theirs	"	their "	They sold their house.	They sold theirs.	

Ex.—She sends hers.

She	a sim. pers. pron., 3rd pers., sing., fem., nom. (or subj.) to send. (Rule I.)
sends	a trans. verb, 3rd pers., sing., pres. time, agr., with she. (Rule II.)
hers	a sim. pers. pron., 3rd pers., sing., fem., poss. (the noun not expressed).

Exercise 47.

James forgot yours. A careless boy lost mine. The strong heat spoiled ours. I had mine. He lent yours. They boiled theirs. She neglects hers. Twelve trees encircle mine. Some labourers removed ours. Your plan failed. My friend sent his. The earl's son built that castle. They borrowed yours. He dyed his. The judge praised theirs. Our coachman repaired mine.

COMPLETE TABLE OF SIMPLE PERSONAL PRONOUNS.

84.

First Person.

Singular.

Plural.

Nom. (or subj.).

I

We

Poss.

my or mine

our or ours

Obj.

me

us

Second Person.

Nom. (or subj.) Thou or You

Ye or You

Poss. thy or thine „ your or yours

your or yours

Obj.

thee „ you

you

Third Person.

Masc. Fem.

Neith. All Genders.

Nom. (or subj.)

He

She

It

They

Poss.

his

her or hers

its

their or theirs

Obj.

him

her

it

them

THE C

85. The
from the
of the wo
plural, t
your, then

86. Th
object ac

I
myself
acc.

They tl
loved her
injured y
panion m
poor pris
bonnet.
dewy gra
her fan.
a little b
lecture c

86a.
possess
By son
correct

87.
prono

THE COMPOUND PERSONAL PRONOUNS.

85. The Compound personal pronouns are formed from the simple personal pronouns, by the addition of the word *self* for the singular, and *selves* for the plural, to the following:—*my, thy, him, her, it, our, your, them*; as, *myself, themselves*, etc.

86. They are all in the state of either subject or object according to their places in the sentence.

Ex.—I myself did it.

I	a sim. pers. pron., 1st pers., sing., eith., nom. (or subj.) to <i>did</i> . (Rule I.)
myself	a comp. pers. pron., 1st pers., sing., eith., nom. (or subj.) the same as <i>I</i> .

Exercise 48.

They themselves suffer. We ourselves heard the report. She loved herself. I surpassed myself. He himself knows. You injured yourself. You yourself went. It paid itself. His companion neglects himself. I myself read the paragraph. The poor prisoner awaits the king's pardon. He himself brings her bonnet. Your kindness silences me. The hot sun dried the dewy grass. We value ourselves. The prince himself brought her fan. Your mother frets herself. Our boys themselves made a little boat. They weary themselves. We ourselves went. The lecture cleared itself. Mine disgraced itself. I myself sold hers.

86a. The word *own* is always found along with a possessive case: as, *my own book*; *Robert's own house*. By some it has been called a pronoun, but it is more correct to call it an adjective.

ANALYTICAL LESSON V.

87. In a sentence both subject and object may be pronouns.

Ex.—I address you. You yourself lost his book.

General Analysis.

Subject.	Predicate.	Object.
I	address	you.
You yourself	lost	his book.

Particular Analysis.

I	(pron.) simple subject.
address	(verb.) predicate.
you.	(pron.) simple object.
—	
You	(pron.) simple subject.
yourself	(pron.) enlargement of subject.
lost	(verb.) predicate.
his	(pron. poss.) enlargement of object.
book.	(noun) simple object.

Analyse Exercises 34 to 48 inclusive.

PREPOSITIONS.

88. In a sentence the word which shows how a noun or pronoun is related to any other word, is called a **Preposition**: as, He went *from* London *to* Dover.

89. Like most verbs, the preposition acts on the noun or pronoun which follows it. The preposition therefore, generally has after it an *object*, from which it cannot be separated *without destroying the sense*.

90. Syntax.—**Rule VI.**—Prepositions govern the objective case.

Ex.—She ran to the shop.

She	a sim. pers. pron., 3rd pers., sing., fem., nom. (or subj.) to <i>ran</i> . (Rule I.)
ran	an intrans. verb, 3rd pers., sing., past time, agr. with <i>she</i> . (Rule II.)
to	a preposition, acting on <i>shop</i> .
the	a dist. adj., qual. <i>shop</i> . (Rule IV.)
shop.	a noun, 3rd pers., sing., neith., obj., by <i>to</i> . (Rule VI.)

Exercise 49.

The apples grow. The apples grow in the garden. The boys ran. The boys ran up the street. The dog crept through the hole. They went to Greenwich. He departed from the house. You stood at the fire. The boat sailed across the stream. He passed beneath the bridge. The animal pushed against the wall. Her brother looks round the corner. Their child fell into the water. Our letters

came by the post. The carpenter's boxes lay under the shed. Your clergyman slays beyond the wood. They preached from the houses' tops. I put the paper in the fire. The masons placed the statue on the monument. The children sat round the table. The smoke goes up the chimney. The ball passed through his shoulder. The steamer lies between the bridges. The stout carter brought corn. The stout carter brought corn from the mill. They built her house on the hill's side. The messenger travelled through the grounds to the village. I sent him with the box. The boys hurried after the omnibus. The soldier leans upon his sword. The deer leaped over the high bridge into the field. They desisted from their work at the proper hour. Her weeping daughter stood beside her bed. The band occupied the end of the room. They pursued the fox up the street, round the church, through the hedge, into the wood. The carriage brought him from the shop to the park. The sparrow flew from the cage to the window. The waters rush from the lake, over the rock, into the pool at the bottom of the glen. The procession passed along the road, through the arch, to the terrace in the park. The candle gave some light to the people in the room. His family removed from the country into the town for a few weeks. You sold our stable for two hundred pounds (£200). He arrived in the morning at the hotel. My old friend visited me at my house beyond the boundary of the city. Napoleon escaped from Elba in a boat. The new leaves appear on the trees in spring. He conveyed the message to me. I live in the city of London. You bought the cow from the farmer's brother at the market of Falkirk on the sixth day of May. He died on the 10th (day of) July. They left on the 15th April. The smith fashioned the horses' shoes from some iron in the shop. We entered at six hours of the clock. We entered at 6 o'clock. Wellington fought against Napoleon in the battle of Waterloo. The prince arrived before him. The speaker rose in his place beside the chair at the head of the room. The old man received some money from them. She walked behind us. The king passed through the midst of them. James addressed his epistle to some strangers in a foreign city. The newspaper arrived by the vessel from our friends in Canada. The boys pursued the butterfly from the wood, through the fields, over the hedges, round the bank of the pond, down the glen, across the streamlet, through the gate, into the garden. Her luggage came before her. She wandered beside the bushes. Ye know the story of our thralldom. The son died. The son of the king died. The tree bears fruit. The tree in the meadow bears fruit. The man took the tickets. The man at the door took the tickets. The shadows danced on the wall. The shadows of the tall trees danced on the

wall. A company of horsemen lined the route. The illness of the regent alarmed the ministers. The boat on the lake sank. The chief of Ulva's Isle lost his bride. The angel of death spread his wings on the blast. The antlered monarch of the waste sprang from his heathery couch in haste. The maid with hasty oar pushed her light shallop from the shore. He took her with him to Sicily. The writer of that charming work of fiction died in the hour of triumph. The grief of a mother for a lost child affects us. The hopes of a splendid career vanished with his patron's ruin. He lives like* a king. You stay near* the river. We stood next* the door.

ANALYTICAL LESSON VI.

91. Since the object completes the action expressed by the predicate, it is likewise called the **Completion of the Predicate**.

Ex.—The fisherman brought *a lobster*.

The sense is not complete if we only say *The fisherman brought*.

To complete the sense, we require to say *a lobster*.

92. Whatever word or words are required to complete the sense implied by the predicate, are called the **Completion of the Predicate**.

93. Whatever modifies the meaning of the predicate, but is not required to complete the sense, is called the **Extension of the Predicate**; as, He slept: He slept *in a cave*. *In a cave* is an extension of the predicate.

94. Ex.—1. The king dismissed his servant.

2. The boy stood on the burning deck.

3. He broke a chair in his rage.

4. The story of the fairy entertained the children for many nights.

* Some consider *like*, *near*, and *next* as adjectives, and understand to. (See No. 95.)

Subj.

1. The
2. The
3. I
4. These fair

Ex. 4.—

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a few
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year.
every
a pou

General Analysis.

Subject.	Predicate.	Comp. of Pred.	Exten. of Pred.
1. The king	dismissed	his servant	(none)
2. The boy	stood	(none)	{ on the burn- ing deck.
3. He	broke	a chair	in his rage.
4. The story of the fairy	entertained	the children	for many nights

Particular Analysis.

Ex. 4.—The	(adj.) enlargement of subject.
story	(noun) simple subject.
of the fairy	(prep. and its case) enlargement of subject.
entertained	(verb) simple predicate.
the	(adj.) enlargement of object.
children	(noun) simple object.
for many nights.	(prep. and its case) exten. of predicate.

Analyze Exercise 49 generally and particularly.

95. Sometimes the preposition is not expressed, but merely understood; as, I gave him a book: that is, I gave *to* him a book: I gave a book *to* him.

Exercise 50.

The grocer sent that ham to me. The grocer sent me that ham. You made a box for me. You made me a box. He gives him a pen. The librarian lent a book to you. The librarian lent you a book. You stayed for an hour. You stayed an hour. He waited five minutes. Your aunt sends you her compliments. He leaves next week. It grew ten feet. The wood extends thirty miles. They rode a mile that day. We stood near him. They fought like men. The manager procured me a ticket. The firm sold him 200 tons. Thomas brought me a curious insect. The professor showed them a beautiful engraving of the battlefield. A celebrated geologist gave us the first lecture. They hesitated a few moments. The reporter for the newspaper told him the news. He brings me some good books. The ship sailed twelve knots an hour. You sent the girl a gift. They departed last year. They walked six miles. He rides miles into the country every day. The guests remained a month. They cost five pence a pound. The eggs sell at a shilling a dozen.

ANALYTICAL LESSON VII.

96. Ex.—I gave him a book.

What was given? *A book.* *Book* is called the Direct Object, and *him* the Indirect Object.

General Analysis.

Subject.	Predicate.	Comp. of Pred.	Exten. of Pred.
I	gave	him a book.	(none)

Particular Analysis.

I	(<i>pro.</i>) simple subject.
gave	(<i>verb.</i>) simple predicate.
him	(<i>pron.</i>) indirect object.
a	(<i>adj.</i>) enlargement of object.
book	(<i>noun</i>) direct object.

Analyze, generally and particularly, Exercise 50.

INVERTED SENTENCES.

97. In the sentences hitherto given, the subject has always come first, the predicate next, and the object (when present) last. This is called the *Direct Order*. But these parts may also be placed in different orders, to all of which the term *Indirect* is applied.

Ex.—The sorrowing son the long-lost father found (*Ind. order*).
The sorrowing son found the long-lost father (*Direct order*).

NOTE.—When a sentence is not in the direct order, let the pupil always put it so before parsing it.

Put the following sentences in their direct order where necessary, and parse them:—

Exercise 51.

The gushing flood dyed the tartans. The gushing flood the tartans dyed. A soldier went by night through gloomy forest shades. Through gloomy forest shades a soldier went by night. That scene of blood that mother viewed. On the ground lay the

pale rider
their level
broom's t
tory gaze
band a w
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98.
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Ex.—
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pale rider. The western waves of ebbing day rolled o'er the glen their level way. Amid the copse rippled a little streamlet. The broom's tough roots his ladder made. From the steep promontory gazed the stranger. The falcon from her cairn came on the band a wondering eye. The deer in the deep Trossach's wildest nook his solitary refuge took. Through the dell his horn resounds. Upon this hint spake I. For our homes we fight. Have ye daughters? Ye have daughters. To leafless shrubs the flowering palms succeed. Our inmost thoughts time tells. With open hearts, of many a scene we talked. Such a fearful noise the roaring waters made. On the green knoll he found himself. At his heels ran a troop of strange children. In wondrous merry mood I wrote some lines. Three campaigns I served with him in Flanders. Said my dear friend. Said she. Say they. Replied the captain. Observed the stranger. Cried all the people.

ANALYTICAL LESSON VIII.

98. Analyze Exercise 51, according to the following plans:—

Ex.—Through gloomy forest shades a soldier went by night.			
Subject.	Pred.	Comp. of Pred.	Exten. of Pred.
A soldier	went	(none)	through gloomy forest shades, by night.
Through gloomy forest shades }		(prep. and its case) exten. of predicate.	
a }		(adj.) enlargement of subject.	
soldier }		(noun) simple subject.	
went }		(verb) simple predicate.	
by night }		(prep. and its case) extension of predicate.	

MOOD.

99. A verb has been defined to be the word in the sentence that tells *what is done*. But a verb may also express mere *being*: as, Peter *is* a lawyer.

A verb is a word that expresses *being* or *doing*.

99a. The word *mood* means *manner*. The same verb is used in different moods according to the idea which

it is desired to convey ; as, He brings the book. Bring the book. He goes to bring the book. He must bring the book.

INDICATIVE MOOD.

100. When a simple affirmation or statement is made, the **Indicative Mood** is used. It is the mood which has been employed in all the past exercises.

Ex.—She loves.

She loves	a sim. pers. pron., 3rd pers., sing., fem., nom. (or subj.) to <i>loves</i> . (Rule I.) a trans. verb, 3rd pers., sing., pres. time, indicative mood, agr. with <i>she</i> . (Rule II.)
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Exercise 52.

They spoke. The lambs bleat. The village bells ring. The eagle spied the hare. The distant star gives some light. The moon reflects the sun's light. He spent all his brother's fortune. The monarch received a grand ovation. The decanter on the table contained bright, sparkling water. James Watt died at Soho. In boyhood he watched the steam from the kettle. At eighteen years of age he went to Glasgow. He surveyed the canal from the Forth to the Clyde. You sent him a rude message. The squire lent them his influence. The servant brought me my spectacles. Ours lived to a great age. She borrowed theirs. The pupil prepares his.

INFINITIVE MOOD.

101. When the action indicated by the verb is expressed, without being limited by time, person, or number, the **Infinitive Mood** is used. It is generally preceded by the word *to*, which is called its sign ; as, *To love, to sing, to go*, etc.

In parsing this mood, the *to* is not separated from it; and care must be taken to distinguish between *to*, the sign of the Infinitive and *to*, the preposition.

A verb is generally named by its Infinitive Mood ; thus we speak of the verb *To send*.

She

loves

to bring

a
flower

to
me

They
to die.

Our me

They s

The wi

We can

disdain

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Ex.—She loves to bring a flower to me.

She	a sim. pers. pron., 3rd pers., sing., fem., nom. or subj. to <i>loves</i> . (Rule I.)
loves	a trans. verb, 3rd pers., sing., pres. time, ind. mood, agr. with <i>she</i> . (Rule II.)
to bring	a verb (<i>why?</i>), infinitive mood.
a	a dist. adj., qual. <i>flower</i> . (Rule IV.)
flower	a noun, 3rd pers., sing., neith., obj. by <i>to bring</i> . (Rule III.)
to	a prep., gov. <i>me</i> .
me	a sim. pers. pron., 1st pers., sing., eith., obj. by <i>to</i> . (Rule VI.)

Exercise 53.

They intended to sail. I expect to go. The wicked man fears to die. The masons propose to build. The rain began to fall. Our men ought to work. The wearied traveller retired to sleep. They sent to seek him. The servant goes to buy the vegetables. The wind blew under the door along the floor. He ran to hide. We came to listen. The cat managed to catch a mouse. He disdained to beg his bread. The emperor threatened to invade their country. The sons went to live in the town of Dover. The sun begins to rise. The horses tried to run round the course towards the winning post. The nurse brought the children to see the wild beasts. You wish to speak to the master. They determined to sell all their stock. Our captain's ship promises to reach the nearest land in a few days. Their new guests proceeded to visit the English poet's grave under the elm in the churchyard. He thought to save himself by these means. The colonel sent an officer to inquire about the late skirmish. He tried to come to us. In childhood's hour I lingered beside that old arm chair. After the warm rains of early summer, the virgin soil spends its vigour in a matchless wealth of blossom. Comfort came the trembling wretch to raise. The high-born soul disdains to rest her heaven-aspiring wing beneath its native quarry. I went to see the Coliseum by moonlight. I told him to send me a copy of the work. I had some occasion to step into the courtyard. I took the liberty to boil my peas. She carried with her an inward woe. Yours tried to escape. We agreed to take hers. The Queen herself read the speech. They had themselves to blame. He forgave him his fault that day.

ANALYTICAL LESSON IX.

102. The predicate may be completed by an infinitive mood, instead of by a noun or pronoun; as, He tried *to read*.

103. The predicate may also have an infinitive mood as an extension; as, They searched the room *to find it*.

104. If the extension tells *why* the action is done, it is called an extension of **Cause**; as, We eat *to live*. The family left the town *for a change of air*.

105. If the extension tells *when* the action is done, it is called an extension of **Time**; as, The sun shone *in the morning*.

106. If the extension tells *where* the action is done, it is called an extension of **Place**; as, He lived *in an inn at Lyons*.

107. If the extension tells *how* the action is done, it is called an extension of **Manner**; as, She sang the song *in a charming manner*.

Subject.	Pred.	Comp. of Pred.	Exten. of Pred.
He	tried	to read.	
They	searched	the room	to find it (<i>cause</i>).
We	eat		to live (<i>cause</i>).
The family	left	the town	for a change of air (<i>cause</i>).
The sun	shone		in the morning (<i>time</i>).
He	lived		in an inn at Lyons (<i>place</i>).
She	sang	the song	in a charming manner (<i>manner</i>).

Analyze in the same manner Exercise 53.

IMPERATIVE MOOD.

108. The Imperative Mood expresses a command or request; as, *Shut the door*. *Forgive me*.

109. The
or thing sp
2nd person

110. The
and is sel
Bring the

Shut | a tra
the | a dist
door | a net

Make (yo
letter. Ca
breakfast.
ber your m
some little
on fine thi
steamer.
the pence.
folks. Th
Every pers
fellow me
Begin to p
waves? S
me that
withered l
Your glori
thy spoils
gorge has

111. T
Subje

Thou (o
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109. The subject in this mood is always the person or thing *spoken to*, and therefore it can have only the 2nd person, either singular or plural.

110. The subject or nominative is *thou, you, or ye*, and is seldom expressed, but can be supplied; as, Bring the book: that is, Bring *thou* the book.

Ex.—Shut the door.

Shut | a trans. verb, 2nd pers., sing. or plu., imperative mood,
the | agr. with *you* (*understood*). (Rule II.)
door | a dist. adj., qual. *door*. (Rule IV.)
a noun, 3rd pers., sing., neith., obj. by *shut*. (Rule III.)

Exercise 54.

Make (you) no noise. Light (thou) the gas. Copy (thou) this letter. Catch (ye) the thief. Hold this horse. Take your breakfast. Repeat all your lessons. Bring him to me. Remember your mother's message. Fear God. Honour the king. Do some little good deed. Love the brethren. He drew the maps on fine thick paper. Send a box of oranges from Seville by the steamer. Go into the grounds behind the house. Take care of the pence. Sell all your goods. Give something to the poor folks. The moss (40) rose grows against the wall. Except me. Every person departed before me. Try to do your duty to your fellow men. Hear the sledges with the bells. Take notice. Begin to play yourselves. Heard (*ind.*) ye those loud contending waves? Sound the loud timbrel o'er Egypt's dark sea. Sing to me that song. Come ye in peace? Beware the pine-tree's withered branch! Hear a helpless orphan's tale. Stay with us. Your glorious standard launch to match another foe. Sweep o'er thy spoils. Charge with all thy chivalry. Down the mountain's gorge hasten thy steps. Bring hers. Feed ours.

ANALYTICAL LESSON X.

111. Ex.—Destroy the weeds to save the flowers.

Subject.	Pred.	Comp. of Pred.	Exten. of Pred.
Thou (or you) (<i>understood</i>)	destroy	the weeds	to save the flowers (<i>cause</i>).

In the above manner analyze Exercise 54.

CONJUGATION OF VERBS.

112. Three moods of the verb have now been referred to, the Indicative, Imperative, and Infinitive. The fourth is called the **Participial mood**, or the **Participles**. This mood has both a present and past time or tense, but only one form for each. The present participle always ends in *ing*; as, *loving, running*. The past participle has different endings according to the verb of which it is a part.

113. All the various moods of the verb, with their tenses, persons, and numbers, form its **Conjugation**.

114. There are two kinds of Verbs, **Regular** and **Irregular**.

115. When the past indicative and the past participle are formed by adding *d* or *ed* to the present, the verb is called **Regular**; as,

<i>Infinitive.</i>	<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Past Participle.</i>
To love	love	loved	loved.
To turn	turn	turned	turned.

116. The last three parts are called the **Principal Parts** of the verb.

REGULAR CONJUGATION.

Principal Parts.

<i>Infinitive.</i>	<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Past Participle.</i>
To love	love	loved	loved.

Indicative Mood.

Present Time or Tense.

<i>Singular.</i>		<i>Plural.</i>
1 Pers. I love		1 Pers. We love
2 " Thou lovest, <i>or</i> , You love		2 " Ye or you love
3 " He loves (loveth)		3 " They love.

Singular
1 Pers. I
2 " Thou
3 " He

Singular
2 Pers. I

All the
manner.

117. C
kill, pier

118.
are not
verb is
Infinitive
To rise

119.
Present
Pres. Ind.
Burst

So al
shed, sh

Past Tense.

<i>Singular.</i>		<i>Plural.</i>	
1 Pers.	I loved	1 Pers.	We loved
2 "	Thou lovedst, or, You loved	2 "	Ye or you loved
3 "	He loved	3 "	They loved.

Imperative Mood.

<i>Singular.</i>	<i>Plural.</i>
2 Pers. Love, or, Love thou or you	2 Pers. Love, or, Love ye or you.

Infinitive Mood.

Present To love.

Participles.

Present Loving.

Past Loved.

All the regular verbs are conjugated in the same manner.

117. Conjugate the verbs *turn, gain, live, believe, kill, pierce, sound, call, attend, fill, save.*

118. When the past indicative and past participle are *not* formed by adding *d* or *ed* to the present, the verb is called **Irregular**; as,

<i>Infinitive.</i>	<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Past Participle.</i>
To rise	rise	rose	risen.

LIST OF IRREGULAR VERBS.

119. I. Those verbs which have the same form for Present and Past Indicative, and Past Participle; as,

<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Past Part.</i>	<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Past Part.</i>
Burst	burst	burst.	Cast	cast	cast.

So also *cost, cut, hit, hurt, knit, let, put, rid, set, shed, shut, slit, split, spread, thrust, wed.*

120. II. Those verbs which have the same form for the Past Indicative and Past Participle only.

<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Past Part.</i>	<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Past Part.</i>
Abide	abode	abode	Lose	lost	lost
Behold	beheld	beheld	Make	made	made
Bend*	bent	bent	Mean*	meant	meant
Bereave*	bereft	bereft	Meet	met	met
Beseech	besought	besought	Pay	paid	paid
Bind	bound	bound	Read	read	read
Bleed	bled	bled	Rend	rent	rent
Bring	brought	brought	Say	said	said
Build*	built	built	Seek	sought	sought
Burn*	burnt	burnt	Sell	sold	sold
Buy	bought	bought	Send	sent	sent
Catch	caught	caught	Shine	shone	shone
Cling	clung	clung	Shoe	shod	shod
Clothe*	clad	clad	Shoot	shot	shot
Creep	crept	crept	Sit	sat	sat
Deal	dealt	dealt	Sleep	slept	slept
Dig*	dug	dug	Slide	slid	slid
Dream*	dreamt	dreamt	Sling	slung	slung
Dwell*	dwelt	dwelt	Smell*	smelt	smelt
Feed	fed	fed	Speed	sped	sped
Feel	felt	felt	Spend	spent	spent
Fight	fought	fought	Spill*	spilt	spilt
Find	found	found	Stand	stood	stood
Flee	fled	fled	Sting	stung	stung
Fling	flung	flung	Strike	struck	struck
Get	got	got			(stricken)
Grind	ground	ground	String	strung	strung
Hang*	hung	hung	Sweep	swept	swept
Have	had	had	Swing	swung	swung
Hear	heard	heard	Teach	taught	taught
Hold	held	held	Tell	told	told
Keep	kept	kept	Think	thought	thought
Kneel*	knelt	knelt	Weep	wept	wept
Lay	laid	laid	Win	won	won
Lead	led	led	Wind	wound	wound
Leave	left	left	Work*	wrought	wrought
Lend	lent	lent	Wring	wrung	wrung

* Those verbs marked with an asterisk are also regular.

121. I
and Past

Pres. Ind.

Am
Arise
Awake*
Bear (to c
Bear (to b
Beat
Begin
Bid
Bite
Blow
Break
Chide
Choose
Cleave
Come
Crow*
Do
Draw
Drink
Drive
Eat
Fall
Fly
Forsake
Freeze
Give
Go
Grave*
Grow
Hew*
Hide
Know
Load*
Lie (to
Mow*
Ride
Ring
Rise
Run
See (fo
Sew
Shake

ne form for
ly.

121. III. Those verbs in which the Past Tense and Past Participle have a different form.

d. Past Part.

lost
made
meant
met
paid
read
rent
said
sought
sold
sent
shone
shod
shot
sat
slept
slid
slung
smelt
sped
spent
spilt
stood
stung
struck
(stricken)
strung
swept
swung
taught
told
thought
wept
won
wound
wrought
wrung
regular.

Pres. Ind.

Am
Arise
Awake*
Bear (to carry)
Bear (to bring forth)
Beat
Begin
Bid
Bite
Blow
Break
Chide
Choose
Cleave
Come
Crow*
Do
Draw
Drink
Drive
Eat
Fall
Fly
Forsake
Freeze
Give
Go
Grave*
Grow
Hew*
Hide
Know
Load*
Lie (to lie down)
Mow*
Ride
Ring
Rise
Run
See (foresee)
Sew
Shake

Past Ind.

was
arose
awoke
bore (bare)
bore (bare)
beat
began
bade (bid)
bit
blew
broke (brake)
chid
chose
cleft (clove)
came
crew
did
drew
drank
drove
ate (eat)
fell
flew
forsook
froze
gave
went
graved
grew
hewed
hid
knew
loaded
lay
mowed
rode
rang
rose
ran
saw
sewed
shook

Past Part.

been
arisen
awaked (awoke)
borne
born
beaten
begun
bidden (bid)
bitten (bit)
blown
broken
chidden
chosen
cleft (cloven)
come
crowed
done
drawn
drunk
driven
eaten (eat)
fallen
flown
forsaken
frozen
given
gone
graven
grown
hewn
hidden (hid)
known
laden (loaden)
lain
mown
ridden
rung
risen
run
seen
sewn
shaken

<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Past Part.</i>
Shave	shaved	shaven
Shew	shewed	shewn
Show	showed	shown
Shrink	shrank	shrunk
Sing	sang	sung
Sink	sank	sunk
Slay	slew	slain
Smite	smote	smitten
Sow*	sowed	sown
Speak	spoke (spake)	spoken
Spin	span (spun)	spun
Spit	spat	spitten (spit)
Spring	sprang	sprung
Steal	stole	stolen
Stride	strode	stridden
Strive	strove	striven
Strew*	strewed	strewn
Strow	strowed	strown
Swear	swore	sworn
Swell*	swelled	swollen
Swim	swam	swum
Take	took	taken
Tear	tore	torn
Throw	threw	thrown
Tread	trode	trdden
Wear	wore	worn
Weave	wove	woven
Write	wrote	written

IRREGULAR CONJUGATION.

122.

Verb *To Rise*.Indicative Mood.
Present Tense.

<i>Singular.</i>			<i>Plural.</i>		
1 Pers.	I	rise	1 Pers.	We	rise
2 "	Thou	risest, or, You rise	2 "	Ye or you	rise
3 "	He	riseth (riseth)	3 "	They	rise.

Past Tense.

1 Pers.	I	rose	1 Pers.	We	rose
2 "	Thou	rorest, or, You rose	2 "	Ye or you	rose
3 "	He	rose	3 "	They	rose.

2 Pers. Rise

All in
manner.123. C
sell, sleep
Write
singular124. T
also call1 Pers.
2 "
3 "1 Pers.
2 "
3 "

2 Pers.

Imperative Mood.

Singular.

Plural.

2 Pers. Rise, *or*, Rise thou *or* you 2 Pers. Rise, *or*, Rise ye *or* you.

Infinitive.

Present To rise.

Participles.

Present Rising.

Past *been*.

All irregular verbs are conjugated in a similar manner.

123. Conjugate the verbs *write, begin, blow, go, sell, sleep, stand, take, speak, spring, show.*

Write out the 2nd person singular, 3rd person singular, and 1st person plural of the above verbs.

THE VERB TO BE.

124. The verb *To Be* is intransitive; but it is also called the **Substantive Verb.** (See No. 127.)

Indicative Mood.

Present Tense.

Singular.

Plural.

1 Pers.	I am	1 Pers.	We are
2 "	Thou art, <i>or</i> , You are	2 "	Ye <i>or</i> you are
3 "	He is	3 "	They are.

Past Tense.

1 Pers.	I was	1 Pers.	We were
2 "	Thou wast, <i>or</i> , You were	2 "	Ye <i>or</i> you were
3 "	He was	3 "	They were.

Imperative Mood.

Singular.

Plural.

2 Pers. Be, *or*, Be thou *or* you. 2 Pers. Be, *or*, Be ye *or* you.

Infinitive Mood.	<i>Present.</i> To be.
Participles.	<i>Present.</i> Being.
	<i>Past.</i> Been.

125. THE VERB *TO HAVE*.

Indicative Mood.

Present Tense.

<i>Singular.</i>		<i>Plural.</i>	
1 Pers.	I have	1 Pers.	We have
2 „	Thou hast, <i>or</i> , You have	2 „	Ye <i>or</i> you have
3 „	He has <i>or</i> hath	3 „	They have.

Past Tense.

1 Pers.	I had	1 Pers.	We had
2 „	Thou hadst, <i>or</i> , You had	2 „	Ye <i>or</i> you had
3 „	He had	3 „	They had.

Imperative Mood.

2 Pers. Have, *or*, Have thou *or* you. 2 Pers. Have, *or*, Have ye *or* you.

Infinitive.	<i>Present.</i> To have.
Participles.	<i>Present.</i> Having.
	<i>Past.</i> Had.

126. THE VERB *TO DO*.

Indicative Mood.

Present Tense.

<i>Singular.</i>		<i>Plural.</i>	
1 Pers.	I do	1 Pers.	We do
2 „	Thou doest <i>or</i> dost, <i>or</i> , You do	2 „	Ye <i>or</i> you do
3 „	He does <i>or</i> doth.	3 „	They do.

Past Tense.

1 Pers.	I did	1 Pers.	We did
2 „	Thou didst, <i>or</i> , You did	2 „	Ye <i>or</i> you did
3 „	He did	3 „	They did.

Imperative Mood.

2 Pers. Do, *or*, Do thou *or* you. 2 Pers. Do, *or*, Do ye *or* you.

DEFECTIVE VERBS.

Infinitive.	<i>Present.</i> To do.
Participles.	{ <i>Present.</i> Doing. <i>Past.</i> Done.

Parse the following sentences:—

Exercise 55.

I was. He has. We are. You do. They had. I am. He is. The king had. A cat was. They are. Thou dost. Sorrow is. I have. We did. You are. Thou wast. He does. You have. It is. She had. They do. James has. We were. He did. Have thy wish. Be. He intends to be. Allow him to have his way. The bookseller has the book. You did it. Begin to do the work. Peter had a knife. The farmers have horses. The stones were. He was. I had a little daughter. She proposes to have a sail. The precentor strives to be. No hope of fame was in him. Two quiet figures were within the room. He was to speak to me. Be thou at peace in thy brighter lot. Do your duty. On the 12th August it ceased to be. I had a friend.

DEFECTIVE VERBS.

127. The following verbs have only two parts, the Present and Past Indicative. Hence they are called Defective Verbs. As they are always used with other verbs, they are called **Auxiliary**, or **Helping Verbs**. Have, be, and do are sometimes auxiliaries.

Indicative Mood:

Present Tense.

<i>Singular.</i>		<i>Plural.</i>	
1. Pers.	I may, can, must, shall, will	1. Pers.	We may, can, must, shall, will
2. "	Thou mayest, canst, must, shalt, wilt, or, You may, can, must, shall, will	2. "	Ye or you may, can, must, shall, will
3. "	He may, can, must, shall, will	3. "	They may, can, must, shall, will.

Past Tense.

- | | |
|---|---|
| 1. Pers. I might, could, must, should, would | 1. Pers. We might, could, must, should, would |
| 2. „ Thou mightest, couldst, must, shouldst, wouldst, or, You might, could, must, should, would | 2. „ Ye or you, might, could, must, should, would |
| 3. „ He might, could, must, should, would | 3. „ They might, could, must, should, would. |

They have no infinitive, no imperative, and no participles.

Note.—Teachers who do not prefer the simple Anglo-Saxon method of treating the verb, but would rather have the more complex method useful for Latin, etc., will now pass to No. 135, where they will find it fully treated.

THE PARTICIPLES.

128. The Present Participle always ends in *ing*.

Care must be taken to distinguish between the present participle and adjectives ending in *ing*.

Ex.—He is performing astonishing work.

What is spoken about? *He*.

What is said about *he*? *Is performing*.

What is he performing? *Work*.

What kind of work? *Astonishing*.

He	a sim. pers. pron., 3rd pers., sing., masc., nom. or subj. to <i>is</i> . (Rule I.)
is	an aux. verb, 3rd pers., sing., pres., ind., agr. with <i>he</i> . (Rule II.)
performing	a trans. verb, pres. part.
astonishing	an adj., qual. <i>work</i> . (Rule IV.)
work	a noun, 3rd pers., sing., neith., obj. by <i>performing</i> . (Rule III.)

Exercise 56.

The time is passing. The wind was blowing. He waits to watch the stars. The corn was growing in the field. The dew is falling. Frederick was sending an army. The king of France

was to select four hostages. Sound the trumpets. Beat the drums. The minister was standing at the altar. The general returned, bringing much spoil. He rushed into the street, shouting for assistance. The pilgrims entered the vessel. The pilgrims, leaving for the Holy Land, entered the vessel. The spectators beheld the sun. The spectators, standing on the cliff's edge, beheld the setting sun. The passengers saluted the king riding along the street. The highwayman, flourishing a club, attempted to strike the coachman. Defend yourself. Row the boat to the point. They were listening to her tales of danger. An enemy, displaying such courage, refused to retreat. The shades of evening gathering o'er us, warned us to return along the shore to the cottage. During the storm, we took shelter in the boathouse. Expecting a day of joy, we returned in sadness. Soaring into the air, the skylark sang its morning song. Creeping into a hole among the rocks, we watched the great thunder cloud. They saw him coming. The golden ears of autumn were waving in the breeze. The day broke, with an unwonted gloom overshadowing everything. This poem had its origin in the following circumstances. Theirs was lying in the snow. Send him to his house.

129. The Past Participle generally follows some part of the verb *To have* or *To be*.

Care must be taken to distinguish between the past tense and past participle; as, He *began*, He *has begun*.

Ex.—He *has read* his lesson.

What is spoken about? *He*.

What is said about *he*? *Has read*.

What has he read? *Lesson*.

Whose lesson? *His*.

He	a sim. pers. pron., 3rd pers., sing., masc., nom. or subj. to <i>has</i> . (Rule I.)
has	an aux. verb, 3rd pers., sing., pres., ind., agr. with <i>he</i> . (Rule II.)
read	a trans. verb, past participle.
his	a sim. pers. pron., 3rd pers., sing., masc., poss., possessing <i>lesson</i> . (Rule V.)
lesson	a noun, 3rd pers., sing., neith., obj. by <i>read</i> . (Rule III.)

Exercise 57.

The clerk *has*. The clerk *has written*. The ship *was wrecked*. The storm *has ceased*. He *is risen*. The Flemings *were subdued*. The wheat *is sown*. The walls *have fallen*. The petition

was granted. He granted the petition. They had forgotten the order. Our quiet neighbourhood was preferred. They preferred our quiet neighbourhood. Call your coachman. The heroic deed had deserved all praise. The happiest days are passing. The guests were invited to celebrate her twentieth birthday. We are looking for you. The trouble of the business prevented the enjoyment of it. The priest's prayers were followed by a solemn silence through the whole house. He sent to inquire. Struck by the resemblance, he sent to inquire. He, struck by the resemblance, sent to inquire. Bereft of all his friends, he died. Weakened by long confinement, he confessed. A stranger, standing under the shade, saw the whole proceedings. A poor woman, clothed in rags, came hobbling to the door. Knowing these things, you promise to keep them to yourself. The lion, wounded by a shot, turned with desperate ferocity upon the hunters. He found an old coin buried in the earth. We ourselves have examined yours. Ours has failed. Try mine.

130. Two participles often succeed each other in the same sentence.

Ex.—The race has *been gained*; The house is *being built*.

What is spoken about? *The race.*

What is said about *the race*? *Has been gained.*

The	a dist. adj., qual. <i>house</i> . (Rule IV.)
house	a noun, 3rd pers., sing., neith., nom. or subj. to <i>is</i> . (Rule I.)
is	an aux. verb, 3rd pers., sing., pres. time, ind. mood, agr. with <i>house</i> . (Rule II.)
being	an aux. verb, pres. participle.
built	a trans. verb, past participle.

Exercise 58.

He has been. He has been neglected. The horse is being sold. The soldiers have been driven from the batteries before the city. Everything is lost. The chair was taken at eight o'clock. The tide is ebbing. The children had been satisfied with the entertainment. His remarks were concerning the nation. Behind the rocks at the mouth of the glen, you see the ruins of the old fort. Write every name, to prevent mistakes occurring. We see him entering the chapel. The castle had been deserted before his arrival. The disguised knight was to appear, playing a lute. The waters were gliding to the sea. The chief's son was appointed to lead the clan to the war. A canal was being formed at that time. The little band of England's bravest soldiers was observed crossing the bottom of the ravine to reach the opposite

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hill to watch the enemy's movements. They, being prepared, began the engagement. The new candidate has been defeated by a large majority. Its has been destroyed. She herself made ours. Watch theirs.

131. Syntax.—Rule VII.—The Past Participle must never be used for the Past Tense, nor the Past Tense for the Past Participle.

Correct the following sentences:—

Exercise 59.

He rung the bell. He begun to sleep. She done the mischief. They done it. James writed a letter. The chairman sung a song. You drunk some of the milk. The sailor sunk beneath the waves. The first boy has wrote his copybook. You have broke the glass shade. It has froze during the night. A fish sprung from the water. The landlord has took the key. Butter has rose in price. My canary has flew from the cage. The minister has went from the church. The wind has shook the trees. We seen two meteors. They were smote. The cattle were drove into a field. Peter has shook the table. I buyed a horse.

ANALYTICAL LESSON XI.

132. Ex.—1. The officer is standing in the door.
2. Our king, having overwrought himself, has been ordered, for the sake of his health, to leave the affairs of state for a few weeks. **3.** I see him holding a lighted taper in his hand.

Subject.	Predicate.	Completion of Pred.	Extension of Pred.
1. The officer	is standing		in the door (place).
2. Our king (<i>sim. subj.</i>) having overwrought himself (<i>enlargement of subj.</i>)	has been ordered	to leave (<i>obj.</i>) the affairs of state for a few weeks (<i>enlargement of obj.</i>)	for the sake of his health (<i>cause</i>).
3. I	see	him (<i>obj.</i>) holding a lighted taper (<i>enlargement of obj.</i>)	

Analyze in a similar manner Exercises 57 and 58.

INFINITIVE MOOD WITHOUT *TO*.

133. Syntax.—Rule VIII.—*To*, the sign of the Infinitive, is always omitted after the auxiliary verbs *shall*, *will*, *may*, *can*, *must*, and *do*; as, I shall go: that is, I shall *to* go. I can go: that is, I can *to* go, or, I am able *to* go.

NOTE.—*Shall* and *will* express a *present* intention to do something at another time, and hence they are present tenses.

Ex.—I shall go.

What is spoken about? *I*.

What is said about *I*? *Shall go*.

I		a sim. pers. pron., 1st pers., sing., eith., nom. or subj. to <i>shall</i> . (Rule I.)
		an aux. verb, 1st pers., sing., pres., ind., agr. with <i>I</i> . (Rule II.)
		an intrans. verb, infinitive, after <i>shall</i> . (Rule VIII.)

Exercise 60.

She will remain. You may leave. I should read. They did approach. All men must die. We should love. We should love our neighbour. The revelation will destroy Peter's peace of mind. The whole earth is filled with wonders. He will come in time to see the beginning of the day's sports. You must attend to your instructions from them. Thou dost arise. No passing bell doth toll. Death doth keep his state beneath that beggar's roof. Every person must recollect the tragical story of young Emmett. The expedition may fail from want of provisions. I shall be. I shall be observed. We might have. We might have been. We might have been lost. The letters must have been intercepted. Lift the heart. Bend the knee. Be pleased. The inventor should have been admitted to witness the first trial of his machine. The warrior will ask the haughty king to free his sire. The ocean's bosom was ruffled by a gentle breeze. No person will dwell in that cottage. The row of trees should have been allowed to stand fronting the mansion. Track the deep sea. You must have passed him walking by the side of his horse. He must delight in virtue. I did send to you for gold to pay my legions. A friend should bear his friend's infirmities. The children shall run to lisp their sire's return. Durst you have tempted him? Thou didst hate him. Must I observe you? You might have seen an old man wandering in quest of something. The traitors lurk in the Christian's hold. After a brief interval, the sovereigns requested of Columbus a recital of his adventures. You can per-

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ceive a small fragment of the tower. This famous retreat closed at Corunna on the 11th January, 1809, having been attended with the loss of many men from disorder. In the course of his experience the merchant might have learned more caution. A carriage could have been procured at the nearest inn.

ANALYTICAL LESSON XII.

134. Ex.—1. The child might have died. 2. Shall we bring the pen? 3. From all these candidates, a man, having higher qualifications, might have been got, by a careful inquiry into their various antecedents.

Subject.	Predicate.	Completion of Pred.	Extension of Pred.
1. The child	might have died.	the pen.	by a careful inquiry into their various antecedents, (manner) from all these candidates (place).
2. We	shall bring		
3. A man, (sim. subj.) having higher qualifications, (enlargement of subj.)	might have been got		

Analyze in the same manner Exercise 60.

Note.—Teachers who do not wish in the mean time to take up the more complex form of the verb, are requested to pass on to No. 154.

Perfect Tense.

135. Only two tenses, or times, have as yet been spoken of—the Present and the Past. There are, however, six tenses: the Present, Past, Perfect, Pluperfect, Future, and Futureperfect.

The Present is used to express an action happening at the present time. The Past is used to express an action that occurred at a time now past.

136. The Perfect denotes an action begun at a past time, and now finished.

Indicative Mood.

Perfect Tense.

<i>Singular.</i>		<i>Plural.</i>	
1 Pers.	I have loved	1 Pers.	We have loved
2 "	Thou hast loved, or, You have loved	2 "	Ye or you have loved
3 "	He has or hath loved	3 "	They have loved.

Repeat in the same way the Perfect Tense of the verbs *move, turn, secure, trust, forget, arise, see, intend, command, sell, show, be.*

Ex.—The king has seen his father.

What is spoken about? *The king.*

What is said about *the king*? *Has seen.*

Whom has he seen? *Father.*

Whose father? *His.*

The king	a dist. adj., qual. <i>king.</i> (Rule IV.)
	a noun, 3rd pers., sing., masc., nom. or subj. to <i>has seen.</i> (Rule I.)
has-seen	a trans. verb, 3rd pers., sing., perfect tense, ind., agr. with <i>king.</i> (Rule II.)
his	a sim. pers. pron., 3rd pers., sing., masc., poss., possessing <i>father.</i> (Rule V.)
father	a noun, 3rd pers., sing., masc., obj. by <i>has seen.</i> (Rule III.)

Exercise 61.

John has-moved the table. The soldiers have-retreated. The rain has fallen. A sailor has died. We have waited for you. I have completed my twelfth year. The day's work has exhausted him. I have written a long letter to my parents. Have you seen the picture? The eventful day has arrived. The average rent of land has increased. Full fifty years have passed. He has bound a snow-white plume upon his gallant crest. Mayenne hath turned his rein. I have passed a miserable night. My mother hath gone from her cares to rest. They have left the fern by the spring's green side. I have from my father gone. Hath my word lost its power on earth? The light of other days has faded. Have the officers discovered the source of the evil? All these things have in one short week disappeared.

137. T
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1 Pers.

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Pluperfect Tense.

137. The Pluperfect Tense denotes an action as past before another past action has happened.

Indicative Mood.

Pluperfect Tense.

Singular.		Plural.	
1 Pers.	I had loved	1 Pers.	We had loved
2 "	Thou hadst loved	2 "	Ye or you had loved
	or, You had loved		
3 "	He had loved	3 "	They had loved.

Repeat in the same way the pluperfect tense of each of the verbs *move, turn, secure, trust, forget, arise, &c.*

Ex.—The child had cut his finger. (See 136.)

The	a dist. adj., qual. <i>child</i> . (Rule IV.)
child	a noun, 3rd pers., sing., masc., nom. or subj. to <i>had cut</i> . (Rule I.)
had cut	a trans. verb, 3rd pers., sing., pluperfect, ind., agr. with <i>child</i> . (Rule II.)
his	a sim. pers. pron., 3rd pers., sing., masc., poss., possessing <i>finger</i> . (Rule V.)
finger	a noun, 3rd pers., sing., neith., obj. by <i>had cut</i> . (Rule III.)

Exercise 62.

The dog had-loved his master. Your brother had-secured a seat. You had-forgotten to give an answer. Robert Ferguson has written the last exercise. A good, long race had-done it. That splendid animal has broken from its keeper. The worthy Abbot of Aberbrothock had placed that bell on the Inchcape Rock. Years had passed since that event. The last consideration had touched her heart. Had you arranged for that meeting? Sorrow had overpowered her. His ambition had led him to aspire to universal dominion. Had they seen the building? In the garden ours was found by himself. Read hers.

Future and Futureperfect Tenses.

138. The Future Tense denotes that an action will take place at a future time. The Futureperfect Tense denotes that an action will be past before another future action begins.

Indicative Mood.

Future Tense.

<i>Singular.</i>		<i>Plural.</i>	
1 Pers.	I shall <i>or</i> will love	1 Pers.	We shall <i>or</i> will love
2 "	Thou shalt <i>or</i> wilt love, <i>or</i> , You shall <i>or</i> will love	2 "	Ye <i>or</i> you shall <i>or</i> will love
3 "	He shall <i>or</i> will love	3 "	They shall <i>or</i> will love.

Futureperfect Tense.

1 Pers.	I shall <i>or</i> will have loved	1 Pers.	We shall <i>or</i> will have loved
2 "	Thou shalt <i>or</i> wilt have loved, <i>or</i> , You shall <i>or</i> will have loved	2 "	Ye <i>or</i> you shall <i>or</i> will have loved
3 "	He shall <i>or</i> will have loved	3 "	They shall <i>or</i> will have loved.

Repeat the Future and Futureperfect tenses of *see*,
move, *turn*, *forget*, *secure*, *command*, *awake*, *ring*, &c.

Exercise 63.

The day will-come. The day will-have-come. You shall-return. Will you return? Will he delay? I shall-have-left before that hour. Heavenly thoughts shall counsel her. A wise man will make haste to forgive. No tomb shall plead for remembrance to thee. Other Romans shall arise. Give strength to reach yon shore. The angel of vengeance shall see the red stain. Shall I meet you at the station? We will-have-occupied that villa. No one will dwell in that cottage. We shall enumerate the principal figures of speech. Thou shalt have no other gods before me. Commerce shall have greatly increased by that date. Before Saturday I shall have matured all my plans. You will alter theirs.

POTENTIAL MOOD.

139. Four moods have now been noticed, namely, the Indicative, Imperative, Infinitive, and Participles.

The fifth mood is the Potential, which expresses the possibility, power, or obligation to do an action. It has four tenses: *present*, *past*, *perfect*, and *plu-*
perfect.

Potential Mood.

Present Tense.

<i>Singular.</i>		<i>Plural.</i>	
<i>Pers.</i>	I may, can, or must love	1 <i>Pers.</i>	We may, can, or must love
"	Thou mayst, canst, or must love, or, You may, can, or must love	2 "	Ye or you may, can, or must love
"	He may, can, or must love	3 "	They may, can, or must love.

Past Tense.

<i>Pers.</i>	I might, could, would, or should love	1 <i>Pers.</i>	We might, could, would, or should love
"	Thou mightest, couldst, wouldst, or shouldst love, or, You might, could, would, or should love	2 "	Ye or you might, could, would, or should love
"	He might, could, would, or should love	3 "	They might, could, would, or should love.

Repeat the Present and Past Potential of the verbs *move, turn, arise, see, forget, call, sing, believe.*

Exercise 64. (See 136.)

You may-go. I shall-speak to you. The inquest has taken place. Thou wilt leave us. They shall rest in their graves. They had heard the heavy firing in the morning. They could see the smoke of battle. Havelock had determined to relieve the waiting garrison. The troops might-advance during the night. You can-trace a continuous line from station to station. Should he claim a victory? Napoleon would shorten a straight line to come to his object. His history may reveal horrible tales. He went to the edge of the precipice. In a palace he must place me. Wouldst thou wed me? Must I pine in my fetters? Would you know the spell? The little maid would have her will. I have conquered. I go to prepare the house for you. Must I crouch under your testy humour? Antwerp's monks may sing a mass for thy poor spearmen's souls.

Potential Mood. Perfect Tense.

<i>Singular.</i>		<i>Plural.</i>	
1 Pers.	I may, can, or must have loved	1 Pers.	We may, can, or must have loved
2 "	Thou mayst, canst, or must have loved, or, You may, can, or must have loved	2 "	Ye or you may, can, or must have loved
3 "	He may, can, or must have loved	3 "	They may, can, or must have loved.

Pluperfect Tense.

1 Pers.	I might, could, would, or should have loved	1 Pers.	We might, could, would, or should have loved
2 "	Thou mightest, couldst, wouldst, or shouldst have loved, or, You might, could, would, or should have loved	2 "	Ye or you might, could, would, or should have loved
3 "	He might, could, would, or should have loved	3 "	They might, could, would, or should have loved.

Repeat the Perfect and Pluperfect Potential of the verbs *move, see, forget, show, turn, command, awake, gain, slay.*

Exercise 65. (See 136.)

You must-have-made a mistake. They might-have-claimed him. The committee should-have-visited you. Can he have forgotten? The landlord would have acted in a different manner. My step night break your rest. Shall they live? I had forgotten to enter *MAX* names. A poor miser had occupied it. Should such a respectable man have taken any part in such crimes? The wretched creature may have died from exposure. Calamities will overtake them. The gong had alarmed them. You must take more care. The glass must have fallen since yesterday. We would have despised your assistance. Bring your son to see the diorama. Jane has omitted to lock my desk. Will you do it? Search every nook. You must have burnt hers.

140. The
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1 Pers. (If) I
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3 " (If) I

1 Pers. (If)
2 " (If)
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3 " (If)

1 Pers. (If)

1 Pers. (If)

1 Pers. (If)

1 Pers. (If)

Repea
move, go
awake.

NOTE.—
when the

SUBJUNCTIVE MOOD.

140. The sixth mood is the Subjunctive, which states the condition on which an action will be done. It is always dependent on some other statement. Like the Indicative, it has six tenses.

Subjunctive Mood.

Present Tense.

<i>Singular.</i>		<i>Plural.</i>	
1 Pers.	(If) I love	1 Pers.	(If) we love
2 "	(If) thou love, or you love	2 "	(If) ye or you love
3 "	(If) he love	3 "	(If) they love.

Past Tense.

1 Pers.	(If) I loved	1 Pers.	(If) we loved
2 "	(If) thou loved, or you loved	2 "	(If) ye or you loved
3 "	(If) he loved	3 "	(If) they loved.

Perfect Tense.

1 Pers.	(If) I have loved, &c.	1 Pers.	(If) we have loved, &c.
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Pluperfect Tense.

1 Pers.	(If) I had loved, &c.	1 Pers.	(If) we had loved, &c.
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Future Tense.

1 Pers.	(If) I shall or will love, &c.	1 Pers.	(If) we shall or will love, &c.
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Futureperfect Tense.

1 Pers.	(If) I shall or will have loved, &c.	1 Pers.	(If) we shall or will have loved, &c.
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Repeat the Subjunctive Mood of the verbs *turn, move, go, see, forget, call, praise, sing, command, arise, awake.*

NOTE.—The Exercise on the Subjunctive Mood will be given when the Conjunction has been treated of. (See No. 196.)

141 Imperative Mood.

<i>Singular.</i>	<i>Plural.</i>
<i>2nd Person.</i>	<i>2nd Person.</i>
Love, or, Love thou or you.	Love, or, Love ye or you.

Infinitive Mood.

<i>Present.</i>	<i>Perfect.</i>
To love.	To have loved.

Participles.

<i>Present.</i>	<i>Past.</i>	<i>Perfect.</i>
Loving.	Loved.	Having loved.

Repeat the Imperative and Infinitive moods, and the Participles of the verbs *turn, move, go, see, forget, call, praise, sing, rise, command.*

Ex.—They, having seen the performance, declared their satisfaction.

They	a sim. pers. pron., 3rd pers., plu., both, nom. or subj. to <i>declared.</i> (Rule I.)
having seen	a trans. verb, perfect participle.
performance	a noun, 3rd pers., sing., neith., obj. by <i>having seen.</i> (Rule III.)
declared	a trans. verb, 3rd pers., plu., past, ind., agr. with <i>they.</i> (Rule II.)
their	a sim. pers. pron., 3rd pers., plu., both, poss., possessing <i>satisfaction.</i> (Rule V.)
satisfaction	a noun, 3rd pers., sing., neith., obj. by <i>declared.</i> (Rule III.)

Exercise 66.

Mount thy good steed. The reward ought to-have-come to you. He departed. He, having given his instructions, departed. Standing on this spot, I must recall my country's glories. Loved by the whole inhabitants, he died regretted by the whole inhabitants. She hath taken the babe to her quiet breast. My mother sings, at the twilight's fall, a song of the hills. Come with me to the vineyard. The wretch, living, shall forfeit fair renown. Stained with blood, the corporal managed to crawl to the nearest tent. Having heard the report, he hastened to contradict it. Haste my father's heart to cheer. I dwell on blessings fled. Seek yonder brake beneath the cliff. Rest thee. Stop. Induced by these fair promises of gain, the miserly knight embarked a

large sum in forcing his w the gauntlet, h bat. Scaling o'er the abyss his lands. H he managed dreadful ravag intending to s in time. The at noon. Yo the beauty of the spot. Ha the details. leave ours.

142.

Present
Past

Perfect
Pluperfect

Future
Futureperfect

Subjunctive

Pres. (If)

Past (If)

Perf. (If)

143. porter v

large sum in the speculation. They have caught the ruffian forcing his way through a small back passage. Throwing down the gauntlet, he defied any man of the royal party to single combat. Scaling yonder peak, I saw an eagle wheeling near its brow o'er the abyss. Having determined to take that step, he sold all his lands. Having sought the shelter of the hills for some time, he managed to subsist on his scanty store. Enraged at their dreadful ravages, he burst upon their country with a large force, intending to sweep everything before him. We ought to have left in time. The soldiers expected to have reached the eastern shore at noon. You might have delayed him returning. Struck with the beauty of the scene, he determined to build his mansion on the spot. Having declared his purpose, he left them to settle all the details. He himself has taken yours. You yourself must leave ours.

COMPLETE VERB.

142.

Indicative.

Potential.

Present
Past

I love
I loved

I may, can, or must love
I might, could, would, or should love

Perfect
Pluperfect

I have loved
I had loved

I may, can, or must have loved
I might, could, would, or should have loved

Future

I shall or will love

Futureperfect I shall or will have loved

Subjunctive.

Imperative.

Infinitive.

Participles.

Pres. (If) I love

Love, or,
Love thou
or you, etc.

To love

Loving

Past (If) I loved

Perf. (If) I have loved, etc.

— Loved
To have loved Having loved.

ANALYTICAL LESSON XIII.

143. Ex.—You had sent the wrong box to us. A porter will call to take your luggage. I shall have

dined by six o'clock. They may have seen your father. A machine might perform that part of the work. He, having ascended the platform, made a telling speech. I saw him coming.

<i>Subject.</i>	<i>Predicate.</i>	<i>Comp. of Pred.</i>	<i>Exten. of Pred.</i>
You A porter	had sent will call	the wrong box	to us (<i>place</i>). to take your luggage (<i>cause</i>). by six o'clock (<i>time</i>).
I They A machine	shall have dined may have seen might perform	your father. that part (<i>obj.</i>) of the work (<i>enlarg. of obj.</i>) a telling speech.	
He (<i>subj.</i>) having ascended the platform (<i>enlarg. of subj.</i>)	made		
I	saw	him (<i>obj.</i>) coming (<i>enlarg. of obj.</i>)	

Analyze Exercises 61, 62, 63, 64, 65, 66.

VOICE.

144. The assertion which the verb makes about the subject has now been expressed in six ways, called moods: Indicative, Potential, Subjunctive, Imperative, Infinitive, and Participles. The form of the verb which includes all these, as they are given above, is called the **Active Voice**, because it always represents the subject as the doer of the action; as, James struck the table.

145. There is another form of the verb, called the **Passive Voice**, which always represents the subject as the receiver of the action; as, The table is struck.

146. The adding its the verb

147. If tenses of verb is ob

148. C verb To Love, as i

Present
Past
Perfect
Pluperfect
Future
Futureperfect

In the Passive V command

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146. The Passive Voice of a verb is formed by adding its *past* participle to the various tenses of the verb *To Be*.

147. If the *present* participle be added to the tenses of the verb *To Be*, the *Progressive Form* of the verb is obtained.

148. Conjugate *fully* each of the tenses of the verb *To Be*, and of the passive voice of the verb *To Love*, as indicated below.

Indicative Mood.

Conjugation of To Be.		Passive Voice of To Love.	Progressive Form of To Love.
Present	I am, etc.	loved	loving
Past	I was, etc.	"	"
Perfect	I have been, etc.	"	"
Pluperfect	I had been, etc.	"	"
Future	I shall or will be, etc.	"	"
Futureperfect	I shall or will have been, etc.	"	"

In the same manner repeat the Indicative Mood, Passive Voice, of the verbs *move*, *turn*, *see*, *rise*, *awake*, *command*.

Ex.—The trees had been destroyed to admit light.

The trees	a dist. adj., qual. <i>trees</i> . (Rule IV.)
	a noun, 3rd pers., plu., neith., nom. or subj. to <i>had been destroyed</i> . (Rule I.)
had been destroyed	a trans. verb, 3rd pers., plu., pluperfect, ind., pass., agr. with <i>trees</i> . (Rule II.)
	a trans. verb, pres., infinitive, active.
to admit light	a noun, 3rd pers., sing., neith., obj. by <i>admit</i> . (Rule III.)

Exercise 67.

He was killed. They have-been-deceived. She had been seen.
You shall be beaten. They will-have-been-summoned. I am
convinced of its truth. The cord shall be cut above the knot.
Have you been taught music? Alfred was sheltered in the cottage
of a poor cowherd. He himself was accustomed to recite this

story in his happier hours. The British troops were-advancing from Portugal into Spain. Yours has been forgotten. Theirs will do. Sir John Moore was wounded in the action by a cannon ball. He shall in that case be punished. Time will have been wasted without any result. They are-coming. We will-be-leaving. Are you mistaken? The students have been reading some historical books. In a few minutes he would have been drowned. By a series of criminal enterprises, the liberties of Europe had been extinguished. Are you satisfied? Will you be passing?

149.

Potential Mood.

	Verb To Be.	Passive Voice.	Prog. Form.
<i>Present</i>	I may, can, or must be	loved	loving
<i>Past</i>	I might, could, would, or should be	"	"
<i>Perfect</i>	I may, can, or must have been	"	"
<i>Pluperfect</i>	I might, could, would, or should have been	"	"

Repeat the Potential Mood, Passive Voice, of the verbs *move, turn, send, command, tell, praise, seek, show.*

Exercise 68.

He can-be. He can-be-removed. We might-have-been-warned. She could-be-trained. You must be corrected. They may have been detained. A law might be found to vindicate that measure. The introduction might have been omitted without injury to the sense. It will be proved to thy face. Can you be persuaded to stay? They are entitled to our gratitude. A cursory examination would enable you to discover the fact. I have been writing to my friend. This relic has been preserved for ten years. He should have known the reason of his punishment. I expected to have sown my seed on Friday. Shall we close the door? His listless length at noontide would he stretch. Will he, upon examination, confess his fault? The rain has been falling for some time. Attend to my instructions. Live with your century. He should have been dismissed. You must be forgiven. You might be passing. I must be going.

150.

Subjunctive Mood.

	Verb To Be.	Passive Voice.	Prog. Form.
<i>Present</i>	(If) I be	loved	loving
<i>Past</i>	(If) I were	"	"
And so on, as in the Indicative.			

Repeat
verbs *move*

The Subj.
junction.

151.

Present

Present
Perfect

Present
Past
Perfect

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gotten.
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shot?
he have

Repeat the Subjunctive Mood, Passive Voice, of the verbs *move, turn, sell, command, see*.

The Subjunctive will be treated in Exercise 88, after the Conjunction.

151.

Imperative Mood.

	Verb To Be.	Passive Voice.	Prog. Form.
Present	Be, or, Be thou or you	loved	loving

Infinitive Mood.

		loved	loving
Present	To be		
Perfect	To have been	"	"

Participles.

		loved	loving
Present	Being		
Past	Been	"	"
Perfect	Having been	"	"

Repeat the Imperative and Infinitive Moods and the Participles of the verbs *move, turn, praise, command, tell, show, know, write*.

Exercise 69.

Be-determined. Be informed about the business. Try to-be-caught. You must expect to be hurried. Being frightened, she fainted. Be distinguished for goodness. They sought to be praised. I love to be reading. I will take steps to prove my innocence. Be persuaded. Will a box hold them? The audience appear to have been disappointed. Yon lazy fellow hates to be working. Having been favoured with a copy, I was struck with the resemblance. Having been roused by the noise, I hastened to the window. They, having reached their destination, pitched their tent in a beautiful lane. Delighted with our loquacious friend, we regretted to leave him. Eat yours. We have been determining the longitude of your city. He is weighed in the balance. The very names of our forefathers have been forgotten. It may be supposed to have been inserted. You ought to have attended to it. Could he have been killed by yon hostile shot? March. Be prepared. Endeavour to be in time. Will he have gained his purpose?

152. COMPLETE VERB.

ACTIVE VOICE.

PASSIVE VOICE.

Indicative Mood.

<i>Present</i>	I love	I am loved
<i>Past</i>	I loved	I was loved
<i>Perfect</i>	I have loved	I have been loved
<i>Pluperfect</i>	I had loved	I had been loved
<i>Future</i>	I shall or will love	I shall or will be loved
<i>Futureperfect</i>	I shall or will have loved	I shall or will have been loved

Potential Mood.

<i>Present</i>	I may love	I may be loved
<i>Past</i>	I might love	I might be loved
<i>Perfect</i>	I may have loved	I may have been loved
<i>Pluperfect</i>	I might have loved	I might have been loved

Subjunctive Mood.

<i>Present</i>	(If) I love	(If) I be loved
<i>Past</i>	(If) I loved, etc.	(If) I were loved, etc.

Imperative Mood.

<i>Present</i>	Love, or, Love thou or you	Be, or, Be ye or you, loved
----------------	----------------------------	-----------------------------

Infinitive Mood.

<i>Present</i>	To love	To be loved
<i>Perfect</i>	To have loved	To have been loved

Participles.

<i>Present</i>	Loving	Being loved
<i>Past</i>	Loved	
<i>Perfect</i>	Having loved	Having been loved

ANALYTICAL LESSON XIV.

153. Ex.—Having been warned of his danger, your accomplice might have been induced to try to escape, without delay, from the country. We shall have been landed by that time. Would you have come?

Subject

Your accomplice
(subj.), has
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danger (e
sub

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154.

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bid

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speak

The
I hear
you.

• 7

Subject.	Pred.	Comp. of Pred.	Exten. of Pred.
Your accomplice (<i>subj.</i>), having been warned of his danger (<i>enlarg. of subj.</i>)	might have been induced	to try (<i>ind. obj.</i>) to escape without de- lay, from the country (<i>enlarg. of obj.</i>).	
We	shall have been landed		by that time(<i>time</i>).
You	would have come.		

Analyze Exercises 67, 68, 69, as above.

INFINITIVE MOOD WITHOUT TO.

154. Syntax.—Rule IX.—*To*, the sign of the Infinitive, is not generally used after the verbs *bid*,* *dare*,* *do*, *need*, *make*, *see*,* *hear*, *feel*,* *let*, *mark*, *perceive*, *behold*, *observe*, *have*,* and *know*.

Ex.—You bid me speak; *that is*, You bid me to speak.

You	a sim. pers. pron., 2nd pers., sing., eith, nom. or subj. to <i>bid</i> . (Rule I.)
bid	a trans. verb, 2nd pers., sing., pres., ind., (act.), agr. with <i>you</i> . (Rule II.)
me	a sim. pron., 1st pers., sing., eith., obj. by <i>bid</i> . (Rule III.)
speak	a trans. verb, pres., inf., (act.), after <i>bid</i> . (Rule IX.)

Exercise 70.

They heard him mention it. Make your bondmen tremble. I hear thee speak of the better land. Let (*imper.*) me (to) supply you. Let them hear the captive's voice. I see the gladiator lie

* *To* is sometimes used after these verbs.

before me. I marked the soldier stagger. Did you perceive him leave the house at any time? You do believe it. Do you see the shore? We do forget to fulfil our duties. Do leave this place. Do speak to me. Your noisy entrance made him omit the fourth point. Let me go. Let us worship God. Let them have their own way. I feel to dismiss him. You need not fear. Cease to do evil. Hast thou a charm to stay the morning star in his deep course? I feel the pain abate. I dare do anything. I dare you to do it. He was seen to fall. He must decline. He asked me to repair yours. They themselves saw hers.

155. The verb *To do*, used with another verb as an auxiliary, makes the meaning stronger. This is called the **Emphatic Form** of the verb; as, I *did say* it.

ANALYTICAL LESSON XV.

156. Ex.—You bid me speak.

Subj.	Pred.	Comp. of Pred.	Exten. of Pred.
You	bid	me (<i>direct obj.</i>) speak (<i>inf., indir. obj.</i>)	(none)

Analyze Exercise 70 in the same manner.

FALSE SYNTAX.

157. Correct any mistakes in the following sentences, according to Rules I., II., III., IX.

Exercise 71.

We was. Thou risest. You risest. He lovest. We loves. They loves. The shepherd died. I were. We is. They was. She were. I gets my money from him. I speaks to him. We has a penny. He do come. They has it. I have some time. They was in the street. This houses has no windows. Thou are at home. You art. Thou lovest to sing. Him will go. Me did it. We expects company. I hears a noise. My shoes hurts my feet. Them were striking me. This trees makes a fine avenue.

We enjoys
with him
next street
He need
Did you
hear you
run for you
the timber
We does
they. Gi

158.
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We enjoys ourselves. The wheels has stopped. Her quarrelled with him. I forgets to bring my pen. The women lives in the next street. Your employer have got it. I needs some assistance. He need to attend to his duty. They made the rock to shake. Did you observe anybody to cross the river in a boat? Shall I hear you to speak in the hall? Them can tell you. Him will run for your parcel. Bid me to discourse. I will see him to saw the timber. He made the roof to resound. I gets my dinner. We does know about it. Does you? You told she. I awaits they. Give this not to he.

The Use of the Verb *To Be*.

158. If the verb *To Be*, or any part of it, has a nominative or subject before it, the noun or pronoun coming after it, referring to the same thing, will also be in the nominative case. If it has an objective before it, the noun or pronoun after it will be in the objective case.

159. Syntax.—Rule X.—The verb *To Be* takes the same case after it as before it.

Ex.—Solomon was a wise king.

Solomon	a noun, 3rd pers., sing., masc., nom. or subj. to <i>was</i> . (Rule I.)
was	a sub. or intrans. verb, 3rd pers., sing., past, ind., agr. with <i>Solomon</i> . (Rule II.)
a	a dist. adj., qual. <i>king</i> . (Rule IV.)
wise	an adj., qual. <i>king</i> . (Rule IV.)
king	a noun, 3rd pers., sing., masc., nom. or subj., the same as <i>Solomon</i> . (Rule X.)

Exercise 72.

The stars are worlds. Thomas was a speaker. Thomas was a fine speaker. Your friend is a gentleman. The whole affair was a mistake. Jessie will be the dux. Byron was a lord. That victorious general was his father. The speakers were clergymen. This powder may be poison. It was I. It is she. He should be master. They might have been crows. I could have been surveyor for the company. That little child will be heir to broad lands. I took it. I took it to be him. They considered her to be me. The man was a robber. The man in the prison was a robber. The man in the prison of the town was a terrible robber.

It must have been my pen. God is love. Ahab was king of
 Israel. She will be a blessing to you. True love is a humble,
 un-born thing. That poet was an empty rhymers. Thou hast
 left this matter to me. The grain growing in our field was wheat.
 Before us lay an avenue. It was a fine sunny morning. I might
 fill a volume with the reveries of a sea voyage. Send me a ham.
 It was a terrible moment of suspense. They fixed on me to be
 chairman. It was a fight of heroes. They brought Agnes to be
 housekeeper. Groups of officers were spectators of the scene.
 The murder was no deed of a few minutes. Will you sell me
 your farm? The soldier might have been an enemy. The vessel
 coming in sight must be a barque. That old relic ought to be
 preserved. Our chief clerk, having received leave of absence on
 account of his health, will return in six months. Led by their
 spirited queen, they made a successful retreat. Was it I? Were
 they sailors? Send him to be a lawyer's clerk. His whole life
 has been a blunder. Is this hers? Richard's himself.

160. Sometimes the adjective qualifying the noun
 or pronoun is not placed before, but after it, with
 some part of the verb *To Be*.

Ex.—The horse was strong.

The horse	a dist. adj., qual. <i>horse</i> . (Rule IV.)
	a noun, 3rd pers., sing., masc., nom. or subj. to <i>was</i> . (Rule I.)
was	a sub. or intran. verb, 3rd pers., sing., past, ind., agr. with <i>horse</i> . (Rule II.)
strong	an adj., qual. <i>horse</i> . (Rule IV.)

Exercise 73.

The boy was good. Her house is comfortable. The chair is
 new. The weather is fine. The sun's heat is great. The explo-
 sion was tremendous. My mother was sorry. The Queen of
 Scots was beautiful. The attendance will be small. I shall be
 happy. I shall be happy to see you. Every girl should be
 industrious. Our neighbour is a doctor. Her grief is deep. It
 must be difficult. Your exercise might have been better. You
 could be happier. Those articles are expensive. The theatre
 was his delight. The improvements will be extensive. The king
 would read to her a paper from the *Spectator*. He was a faithful
 husband to her. The wind was favourable for the ship. I was
 idle. He is eccentric. His hands were thrust into his pockets.
 They must have been wicked boys. It was some time in the
 summer of that year. The moon was high in a serene sky.

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Multitudes were busy in the pursuit of bubbles. He was to the last hour the darling of the army. He was, through all his vicissitudes, the same stern, impatient, inflexible original. The safest study for kings is the interest of their people. Washington was untainted with the crime of blood. His advice might be valuable to you. I should have been consulted. She was affectionate. A loyal subject is a benefit to society. A subject loyal to his sovereign is a benefit to society. A boy careful of his book deserves credit. A servant faithful in all his duties should be encouraged. It would be difficult to find a soldier braver in battle. This house is mine. Did you buy yours? I myself am happy. They themselves must bear the burden. Secure me a ticket. You are like (to) him. That conduct is unlike you. Behave like a gentleman. He is not a manager like his father. The soldier acted like a hero.

NOUNS IN APPPOSITION.

161. Syntax.—Rule XI.—When two or more nouns come together, signifying the same thing, they agree in case.

Ex.—John, the coachman, brings news.

John	a noun, 3rd pers., sing., masc., nom. or subj. to <i>brings</i> . (Rule I.)
the	a dist. adj., qual. <i>coachman</i> . (Rule IV.)
coachman	a noun, 3rd pers., sing., masc., nom., the same as <i>John</i> . (Rule XI.)
brings	a trans. verb, 3rd pers., sing., pres., ind., ('act.),' agr. with <i>John</i> . (Rule II.)
news	a noun, 3rd pers., sing., neith., obj. by <i>brings</i> . (Rule III.)

Exercise 74.

George, the king, formed a new ministry. The steamship *China* sailed from England to America. The city Edinburgh is situated beside the Forth. Mocha, a place in Arabia, supplies good coffee. Smith the lawyer wrote the will. The Amazon, a river in South America, has numerous large tributaries. Saturn, a god of the old Roman people, gave name to Saturday. The city London is the largest town in Europe. Roberts, an experienced detective, was engaged in the pursuit. He admires Chaucer the poet. The sovereign invited Turner the painter.

He lived in Boston, a city in the United States. Livingstone explored the Zambesi, an African river. The youths found great amusement in the story of "Sinbad the Sailor." On the third day comes a frost, a chilling frost. The lines are from Cicero the orator. Victoria the queen made a proclamation. Bannockburn, the scene of Bruce's victory, is in the county of Stirling. William the Conqueror defeated King Harold at Hastings. You might have selected the writings of Southey the poet. Have you read the essay by Macaulay the historian? Helen's beauty was the cause of Troy's destruction. The people made Edward king. You named him your successor.

162. When two possessive cases are in apposition, the apostrophe is attached only to one of them, and understood to the other.

Exercise 75.

Jones the butcher's house is empty. You will get that book at Longman's the bookseller's (shop). Brown the minister's sermons are intellectual. Do you intend to purchase Scott the novelist's poems? Come to me at Thomson the hotel-keeper's rooms. He resides in Forester's. Give me a letter of introduction to Simpson, the leather merchant. This picture is Landseer the painter's. Our good horse Dobbin will draw us to the foot of the hill.

163. Sometimes an adjective is used as if it were a noun. In that case the noun is understood; as, The good are happy; that is, The good persons are happy.

Exercise 76.

The great must die. All will be admitted. The just shall live by faith. Some crept in dead men's skulls. Few are chosen. Several came to see the spot. Blessed are the merciful. The dead shall rise. He is in the land of the living. This must be the way. That is your opinion. The poor ye have gathered to you. Many have been disappointed. The wise are governed by their reason. The former will be preferred. This is the shortest. The English are great traders. One will do. Both can come. All should have been explained in a satisfactory manner. Much remains to be done. None will dwell in that cottage. Each shall bring two good pens with him. Few shall part. Some have asserted that. He published it to many. The guilty ought to be punished. The noble are to be admired. Give my respects to all. His is wanted. Can you lend him a pen?

164. I.

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ANALYTICAL LESSON XVI.

164. In the sentences in Exercises 70, 71, 72, and 73, where the verb *To Be* has a noun or adjective after it, that noun or adjective is joined with the verb to form the predicate.

Ex.—1. Peter is a farmer in America. 2. The scenery on the river was beautiful. 3. Philip the tailor is lazy at his work. 4. The good are happy.

Subject.	Predicate.	Completion of Pred.	Extension of Pred.
1. Peter	is a farmer		in America (place).
2. The scenery (<i>subj.</i>) on the river (<i>en- largement of subj.</i>)	was beautiful.		
3. Philip the tailor	is lazy		at his work (place).
4. The good	are happy.		

Analyze Exercises 72, 73, 74, 75, 76.

ADVERBS.

165. The word which tells the quality of a noun has been called an adjective. The word which tells the quality of a verb, or modifies its meaning, is called an Adverb. It expresses the cause, time, place, or manner of the action implied by the verb.

Ex.—She writes well.

How does she write? *Well*.

It is the writing that is *well*.

But *writes* is a verb; hence *well* is an adverb.

166. Syntax.—Rule XII.—Adverbs modify verbs.

She	a sim. pers. pron., 3rd pers., sing., fem., nom. or subj. to <i>writes</i> . (Rule I.)
writes	a trans. verb, 3rd pers., sing., pres., ind., (act.), agr. with <i>she</i> . (Rule II.)
well	an adverb of manner, modifying <i>writes</i> . (Rule XII.)

Exercise 77.

They listen.* They listen attentively. The girl sews. The girl sews neatly. The rain poured. The rain poured incessantly. My new lamp burns brightly. The farmer's extensive fields produce abundantly. They sang sweetly. Wait patiently. Their master loves to read aloud. You will admit. You will readily admit. You will readily admit the fact. The boat moved slowly. They succeed. They always succeed. They never succeed. They sometimes succeed. They generally succeed. He sleeps not. The chairman then spoke. He now spoke. He spoke pithily. Our guest then departed. That stranger came hither. Read together. The clergyman only prayed. Come here. Stand still. He has been omitted. He has been already omitted. He has not been omitted. You are where? Where are you? You are how? How are you? Why speak you? You seldom see her. The parson's house stands among the trees. The parson's house stands snugly among the trees. The vessel has been sailing slowly under steam for two hours. I hardly think it. The cashier is easily offended. Hereupon he replied to the lawyer. Go away. Speak gently to the unfortunate. His gentle words fell soothingly. They might easily have been left behind *vs.* He now prepared to speak. The concert can proceed. The concert *can not* proceed. The concert cannot proceed. Ye may trace my step o'er the waking earth, by the primrose stars in the shadowy grass. The guides looked eagerly around them. You can doubtless remember the circumstance. Each man of us must go forward. The vine still clings to the mouldering wall. Ill fared it then with Roderick Dhu. The birds' feathers were found everywhere. We rarely hear that word in our time. The news (*sing.*) has just arrived. Always remember your duty. Try to live honestly. Never fear. He did indeed. How are you? How do you do? When shall I see you? The shareholders' fine steamer was completely wrecked off the coast of Newfoundland, on the tenth day of May, 1847. He was born on the 6th July, 1836. There came an eve of festal hours. The place is little changed. I'll not forget old Ireland. I will come to you anon. It is twice blessed. You are the man. Am I wrong? Send me your portrait. I will give him a good situation. She was much disappointed. Now is the time. Run quickly. Did you get the books? Yes. Can you go now? No. Has your father got a situation? Yes. Have you? No. Let me send you a volume.

167. Some words, which are prepositions in some positions, perform the offices of adverbs in others.

* See No. 81.

+ See No. 244.

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When they are adverbs, they can generally be moved from one part of the sentence to another, without destroying the sense. When they are prepositions, they cannot be so moved. Ex.— They pulled *down* the house. They pulled the house *down*.

Exercise 78.

She climbed up. You must stand out. He can come along. Go in. A light broke in upon my mind. The steed along the drawbridge flies. Still in the vale the village bells ring round. They cut the wood through. She came on. She came on with a cloud of canvas. On she came with a cloud of canvas. Both the men were drowned in the river. Then rose from sea to sky the wild farewell. Thy onward way leads up. Thy onward way leads up to God. Soon again shall music swell the breeze. Put on Religion's bright array. Thus am I doubly armed. The light was streaming in. Speak out. Down they rushed with terrible din. In they go. Out they come. Here we are. Send yours in. Bring mine out. I will despatch hers on.

168. The word which modifies the meaning of an adjective or *other* adverb is also called an Adverb; as, Much water. *Too* much water.

Exercise 79.

The volunteer made a good shot. The volunteer made a very good shot. The boy eats much beef. The boy eats too much beef. The hills have a green appearance. The hills have a less green appearance. He possesses more manly qualities. The carpenter has paid more careful attention to my instructions. Your grandfather related a most remarkable story. The chemist showed an exceedingly brilliant light. Take the least faulty picture. The magistrate received our president with a most hearty welcome. The never ceasing pain was forgotten. Nelson fought an ever memorable battle. We give a quite decided opinion. He is the man for the situation. You are very kind. Your friend is a most enterprising fellow. The once beautiful form is mouldering in the dust. The merchant may embark in a certainly remunerative enterprise. Yours is the much nicer pattern. The painter has completed an almost perfect work of art. This tutor may have brought up a positively wrong example. Move off. Keep back. The truly virtuous man may be admired. A more numerous list could have been got up. A most expensive journey would certainly have been made in that manner. That sugar is very fine. His sermon was too long. The artist requires the

very best light to take the picture properly. Take her up tenderly. A house large enough (enough large) could not be got. This apple is not so good. She might have been as happy. Yours will do. She herself must write mine.

The birds sing sweetly. The birds sing very sweetly. Our sister died happily. Our sister died so happily. It can be done well. It can be done as well. The train will take you as soon. The bereaved mother talked so cheerily. You read too quickly. It fell almost immediately. The ambassador departed quite suddenly. The boy is allowed to spend his time too idly. The course of lectures has been most spiritedly carried out. All eyes were very soon turned in breathless suspense upon the scene. The evidence impressed him too deeply to be soon forgotten. Few words were spoken. Very few words were spoken. So very few words were spoken. A very old stone coffin was quite recently found in a field on a gentleman's estate. It must be so. Come here to me. The stars may fade away. Sheathe your dagger. Eternal summer gilds them yet. You have the Pyrrhic dance as yet. Forth went they from their fatherland. Onward in haste Llewellyn passed. On went Gelert too. Yonder is a little drum hanging on the wall. We made it run. You yourself bade him come. Having heard so little, I cannot judge. Having been sent on important business, he was unable to stay very long. So it was for many a day. I die here. Here I die. They go on. On they go. So you say. Down came the blow. There you are. By the father's hand here shall the child be proudly led. I will not bear that still, cold look. Thus far into the bowels of the land have we marched on without impediment. Bring me my steed. Theirs can wait. Save yourself. A foe is there. There is a foe among you. There he comes.

Syntax.—Rule XII.—Adverbs modify verbs, adjectives, and other adverbs.

ANALYTICAL LESSON XVII.

169. Ex.—1. She spoke clearly. 2. I will certainly come. 3. Speak out. 4. Where are you? 5. He sometimes stumbled. 6. He bought a very fine piano. 7. You are too kind. 8. Up rose the lark into the sky to sing its morning song.

Subject

1. She
2. I
3. You (*und*)
4. You
5. He
6. He
7. You
8. The lark

Analysis

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Subject.	Predicate.	Comp. of Pred.	Exten. of Pred.
1. She	spoke		clearly (manner).
2. I	will come		certainly (manner).
3. You (underst.)	speak		out (manner).
4. You	are where		
5. He	stumbled		sometimes (time).
6. He	bought	a very fine piano.	
7. You	are too kind.		up (manner), into the sky (place), to sing its morning song (cause).
8. The lark	rose		

Analyze Exercises 77, 78, 79.

CONJUNCTIONS.

170. Conjunctions are words that connect words, phrases, and sentences: Syntax.—Rule XIII.

A. CONJUNCTIONS JOINING WORDS.

171. 1. Conjunctions join together Adjectives.

Ex.—A bright and cheerful fire burns.

A	a dist. adj., qual. <i>fire</i> . (Rule IV.)
bright	an adj., qual. <i>fire</i> . (Rule IV.)
and	a conjunction joining <i>bright</i> and <i>cheerful</i> . (Rule XIII.)
cheerful	an adj., qual. <i>fire</i> . (Rule IV.)
fire	a noun, 3rd pers., sing., neith., nom. or sub. to <i>burns</i> . (Rule I.)
burns	an intrans. verb, 3rd pers., sing., pres., ind., (agr.) with <i>fire</i> . (Rule II.)

Exercise 30.

The soft and warm fur covered the hands. The brilliant and beautiful colours are fading. A dark and broad river separates their territories. A black or blue will suit him. Wise and

good men made the laws. The sour and unripe fruit injured the children. The large and spacious hall can be made to hold 200 guests. Our civil and religious liberties were won together. A close and bitter contest took place for the office. The clever but unfortunate engineer gave many ideas for the better construction of steam vessels. A silent yet certain monitor warns him of his errors. A rich though ungenerous neighbour refused help. Hard or soft water will do. He preached a pithy and eloquent sermon. A good and true son was he. The statesman delivered a long and serious advice. You might purchase a strong yet elegant table. The company then partook of a rich and sumptuous banquet. A strange yet forcible example was chosen by the shrewd and cautious lawyer. The dangers may be easily averted by immediate and decided action. These tales are not fitted for so spirited boys. He found one new and very interesting kind of insect. Their mansion occupies a most delightful and healthy position above the lake. The grand, rugged, and towering peaks are finely shown against the blue and cloudless sky. So very little time was given to complete the heavy and costly embankment. He is the person. You must be far too eager. Such a black and watery sky overhung the ship during the most frightful and critical part of the voyage. You were first and foremost. The potatoes were small and bad. They should be sweeter and dearer. By strong and mighty hand ye shall be led out. Your father is respectable and honest man. Yours was admired. They war... buy mine.

172. 2. Conjunctions connect adverbs

Exercise 81.

The letter was written neatly and correctly. He gave his opinion shortly and pithily. You drew our plans quickly yet well. She performed the duty so well. She performed the duty as well. She performed the duty as well as willingly. We laid him down slowly and sadly. Slowly and sadly we laid him down. She gave her opinion quite distinctly. She gave her opinion as distinctly. She gave her opinion as distinctly as delicately. You will come as soon. Look in now and then. They might have been blown by the wind hither and thither. Meet your difficulties boldly and honestly. The leaves had been scattered here and there. The historian was a vivacious and talkative man. It returned again and again. They were entering upon the day's exciting work cautiously and skilfully. That bright and happy creature received us warmly and cheerfully. Let me do this. The innocent were immediately dismissed. Watch yourself.

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173. 3. Conjunctions join together nouns and pronouns.

174. Syntax.—Rule XIV.—Nouns and pronouns, joined together by conjunctions, are in the same case. Ex.—He possessed a *book* and a *slate*. *Book* is ob-
jective, and so is *slate*.

Exercise 82.

The dishes contain water and milk. We might have invited uncle and aunt. Bring pens and paper. The girl paid three shillings and sixpence. I was intending to sell my house and shop. The parties should have remembered the day and hour for themselves. I myself will give letters of introduction and a guide. I must gather flowers and buds. Shall I ever see the blossoms and the leaves? The sun shines upon hill and dale. The summer air blows on the grass and bulrushes. Let blessings be on his kindly voice, and on his silver hair. I thought of you and sister dear. The earth sometimes comes between the sun and the moon. The brook steals by lawns and grassy plots. I saw an army and a navy. I saw an army upon the land and a navy upon the sea. The chieftain threw down his target and his plaid. I have neither (*adj.*) wit, nor words, nor worth, action, nor utterance, nor the power of speech to stir men's blood. I plight mine honour, oath, and word. It belongs to him and you. She did not visit you or me. It is you and I. I would not begin business with such a man as a partner. Brightly rose the harvest moon. Have you seen ours? There is a letter waiting for you. Mark his wan and hollow cheeks. Few and short were their prayers. Our aim is not to rival Greek or Roman fame. Give me another horse. Let us not desert our hearths and homes.

175. When the subject is formed of two or more nouns or pronouns joined together by *and*, the verb must be plural, as the whole subject will then denote more than one.

176. Syntax.—Rule XV.—Two or more nouns or pronouns in the nominative, joined together by *and*, require a verb in the plural.

Ex.—The father and son gained the prize.

Father	a noun, 3rd pers., sing., masc., nom. or subj., part of subj. to <i>gained</i> . (Rule I.)
and	a conjunction joining <i>father</i> and <i>son</i> . (Rule XIII.)
son	a noun, 3rd pers., sing., masc., nom. or subj., part of subj. to <i>gained</i> . (Rule I.)
gained	a trans. verb, 3rd pers., plu. (<i>why?</i>), past, ind., (act.), agr. with " <i>father and son</i> ." (Rules II., XV.)
prize	a noun, 3rd pers., sing., neith., obj. by <i>gained</i> . (Rule III.)

Exercise 83.

Fire and smoke enveloped the city. Robert and Tom went to fish in the lake. Time and tide wait for no man. The old and dying man whispered faintly and feebly. Hope and fear alternately swayed her breast. He and she were lately married. The clergyman and his daughter returned from the Continent in the beginning of August. Edinburgh and Glasgow are the largest cities in Scotland. Sugar, tea, and coffee, are sold in very large quantities by that grocer. Interest and ambition urged the student on. He always prefers a plain but substantial dinner. A table and two chairs occupied the centre of the apartment. The frosts and rains injured the crops. The frosts of spring and the heavy rains of summer injured this year's crops. The severe frosts of the late spring and the heavy rains of summer injured this year's crops. The very severe frost of the late spring and the so heavy rains of summer injured this year's crops. The immense crowd and the ceaseless noise have quite overpowered the timid stranger. The cowslip and the crowfoot are over all the hill. The woods and wilds accord with his soul's sadness. The children had power. The children of darkness and evil had power. You and your friend can seat yourselves comfortably in that corner. Standing on this spot I can see town and country. Alarmed by the explosion, the women and children rushed out of the house screaming and weeping. They saw him move stealthily along. The brave deserve the fair. My death and life, my bane and antidote, are both before me.

177. Syntax.—Rule XVI.—When the subject is made up of two or more singular nouns joined by *or* or *nor*, the verb is singular.

Only one of the nouns is supposed to be subject. When the subjects are pronouns of different persons, the verb agrees with the first person rather than with the second, and with the second rather than with the third.

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Exercise 84.

The master or the mistress must appear. A piece of chalk or a pencil will do. Neither he nor she will tell it. Either our boat or our carriage will be required to take all the materials. You or I must go to Canning's house. He and I sometimes walk very slowly along the terrace. Neither your father nor mine intended to be present yesterday. To-day n n puts forth his blossoms. Neither trouble nor expense was spared in that affair. Either of us will be expected there. Neither of us can come then. Beware of that suspicious character lurking and skulking among the trees. That friend is faithful and true. He or I would have agreed to meet you in order to save time. Both he and they saw him. This will do for that. Theirs astonished me.

178. Correct the following sentences:—

Exercise 85.

A horse and cart is passing. Is the master and mistress in? He or I is expected to-morrow. Make him to bring a much finer cloth. James or his brother have been trying to make a boat. You and she has done that well. A shepherd and his son was lost on the hills. Either you or I were believed to have seen it. Bring my clothes from Peter's the tailor's. How did you break Roberts pencil? He have deceived you. The soldier and his guide was seized. You heard him to repeat his lesson. He don't. I does. The cook don't believe me. They does say so. You or she are to blame. Both he and she has left to go abroad. Was you disappointed? Is two men necessary? He haven't it. The sun and moon is visible just now. He hisself will call for yours.

ANALYTICAL LESSON XVIII.

179. Ex.—1. An attentive and numerous audience completely filled the hall. 2. He does his work smartly and well. 3. Sarah brought a cup and a saucer from the pantry. 4. Sound and sense are sometimes not found together. 5. George or Graham will carry our message

— See No. 241.

G 2

<i>Subject.</i>	<i>Pred.</i>	<i>Comp. of Pred.</i>	<i>Exten. of Pred.</i>
1. An attentive and numerous audience	filled	the hall	completely (<i>manner</i>).
2. He	does	his work	smartly and well (<i>manner</i>).
3. Sarah	brought	a cup and a saucer	from the pantry (<i>place</i>).
4. Sound and sense	are found		sometimes (<i>time</i>) not together (<i>manner</i>).
5. George or Graham	will carry	our message	

Analyze Exercises 80, 81, 82, 83, 84.

B. CONJUNCTIONS JOINING SENTENCES.

180. A verb is called **Finite** when it has time, number, and person.

The Indicative and Imperative (and Potential and Subjunctive) are the Finite Moods.

181. A sentence is called *simple* which contains only *one* finite verb.

For *every finite verb*, therefore, there must be *one simple sentence*.

Conjunctions join simple sentences together.

Each simple sentence is parsed as if it stood by itself.

Ex.—(Peter departed) and (James took his place).

Here there are two finite verbs, *departed* and *took*.

Hence there must be two simple sentences:—1st, Peter departed; 2nd, James took his place. These are joined together by the conjunction *and*.

182. NOTE.—The pupils should point out the finite verbs and simple sentences *first*, before parsing.

Exercise 86.

(The king died) and (the queen succeeded). (The wind blew) and (the waves roared). (The master gave directions) and (the servant obeyed them). (She asked a question) and (she gave an

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answer). (The train moved rapidly) and (an accident happened). (The friendship continued), but (the engagement was broken). The clerk wrote another letter, but no reply came back. The coachman will go to the market, but I will return. You charge him with dishonesty, but he denies it. (Your father will communicate with us) when* (he reaches his new home). (The time passes away) while (you stand doing nothing). (He deliberately completed his work) although (it was found to have been incorrectly begun). (We visited the spot) where (our fathers rest). The hunters have agreed to set out when the morning light appears. I may make a mistake although you give very clear instructions. Tell your fault honestly, and I will forgive you. Sell some of your waste ground and buy that property. A friend cannot be known in prosperity, and an enemy cannot be hidden in adversity. Business sweetens pleasure as labour sweetens rest. (Jane will go to school as soon) as (her mother will permit her). (The porter can bring your message as well) as (I can bring it). Run as quickly as you can. He might telegraph to me as soon as he had completed the bargain. (We suppose) that (you are invited). The house may remain where it is. The butter is scarce, but it is good. You may be forgiven but I will not. Many persons gravely questioned whether it could be right to attempt to renew it. (I will go) where (you go). Where you go, I will go. He might be a soldier, but I think not. Our bugles sang truce, for the night cloud had lowered, and sentinel stars set their watch in the sky.

183. Sometimes the subject is not expressed, but understood, in one of the sentences joined by the conjunction.

Exercise 87.

(Our friend died), and (our friend was buried). (Our friend died), and (was buried). (She ran out), but (she fell). (She ran out), but (fell). (I was asked to go), but (I would not). (I was asked to go), but (would not). (I was much disappointed at first), but (will soon get over it). (The island ought to be visible), but (is not as yet). I particularly noticed one young woman of humble dress but interesting demeanour. He did not offer to speak to me till I had walked up to the bed. The chest had been put aside, and had been forgotten. The chest had been put aside and forgotten. The soldier on duty rode out to give the alarm, but was instantly shot. Your messenger has just arrived, but will not be detained. Our poor sick acquaintance may live an hour or two, but can scarcely survive till morning. Young Henry rose from his chair, and saw me to the bottom of the stairs. (My

* See No. 242.

uncle went to his bureau), (put his purse in his pocket), and (went out). I could not beg. I could neither beg, borrow, nor buy such a thing. Weeks and months passed on, but still there was a vacant wildness in his eyes. A wise man will make haste to forgive, because he knows the true value of time.

The abbot rose and closed his book,
And donned his sandal shoon,
And wandered forth alone to look
Upon the summer moon.

The night winds sigh, the breakers roar and shrieks the wild seamew. Why dost thou weep and wail? Dost thou dread the billows' rage, or tremble at the gale? Marvel not that I am sorrowful in mind. Our ship is swift and strong. My father blessed me fervently, yet did not much complain. Sorely will my mother sigh till I come back again. Dost thou dread a French foeman, or shiver at the gale? My spouse and boys dwell near thy hall along the bordering lake. The tombs and the hollow pavement rang with a sounding thrill of dread; and the holy chaunt was hushed awhile, as, by the torches' flame, a gleam of arms up the sweeping aisle with a mail-clad leader came. He stooped and kissed the frozen cheek and the hand of lifeless clay, till bursting words gave to his soul's passion way. If she has deceived us, she is very ungrateful. When you are ready, speak.

When (the summer harvest was gathered in);
And (the sheaf of the gleaner grew white and thin);
And (the ploughshare was in its furrow left),
Where (the stubble land had been lately cleft);
(An Indian hunter, with unstrung bow,
Looked down) where (the valley lay stretched below).

It sometimes happens that the unsuspecting herd keep the ground till the Indian has emptied his quiver. This is not an every-day matter, and can only be accomplished when the buffaloes are in a state of comparative rest.

Then the hunter turned away from that scene,
Where the home of his fathers once had been;
And heard, by the distant and measured stroke,
That the woodman hewed down the giant oak;
And burning thoughts flashed over his mind,
Of the white man's faith and love unkind.

As I do live by food, I met a fool. Here will we sit and let the sounds of music creep in our ears. I did not think to shed a tear in all my misery; but thou hast forced me, out of thy honest truth, to play the woman. Speak the speech, as I pronounced it

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to you, trippingly on the tongue. Sound drums and trumpets boldly and cheerfully. Now came still evening on, and in her sober livery all things clad. The stars looked down on the battle-plain, where night winds were deeply sighing, and with shrill lance, near his war steed slain, lay a youthful chieftain dying.

And there lay the steed with his nostril all wide,
But through it there rolled not the breath of his pride.

I do not know whence he came or whither he is going. I shall be sure to come if I am well, and if nobody calls. You will hear from me when he returns, and when I have seen him. You will hear from me when he returns and I have seen him. Sweet was the sound, when oft, at evening's close, up yonder hill the village murmur rose. Living, be good, that dying, you may be happy.

ANALYTICAL LESSON XIX.

COMPLEX AND COMPOUND SENTENCES.

184. When two or more simple sentences are joined together to form a larger one, this sentence is called either Complex or Compound.

185. Each of the simple sentences composing the large one is called a **Clause**. The **Principal Clause** is the one which contains the subject about which the sentence is written, and the predicate which tells about that subject.

186. A clause which is secondary to the principal clause, and dependent on it, is called a **Subordinate Clause**.

Ex.—I shall pay you a visit when I have more time.
Principal Clause : : I shall pay you a visit
Subordinate Clause : : (when) I have more time.

They are joined together by *when*.

187. A **Complex Sentence** contains one principal clause, with all the rest subordinate.

Ex.—He will leave when I return, if you are agreeable.
Principal Clause . . . He will leave
1st Subordinate Clause . . . (when) I return
2nd Subordinate Clause . . . (if) you are agreeable.



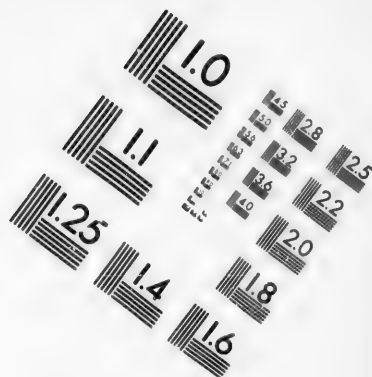
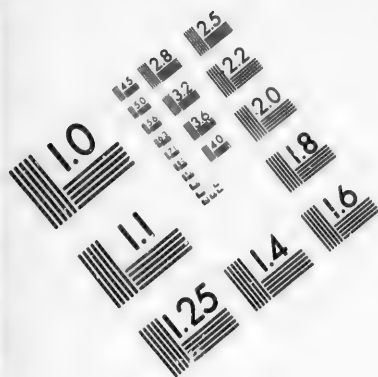
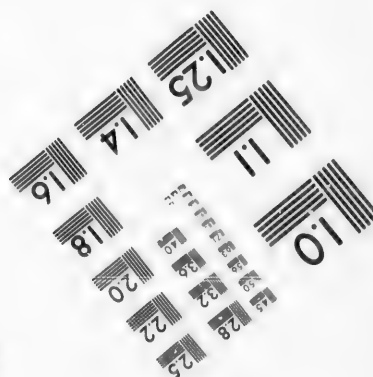
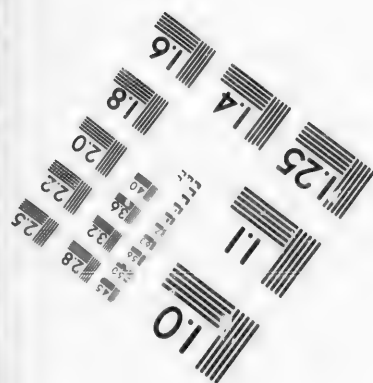
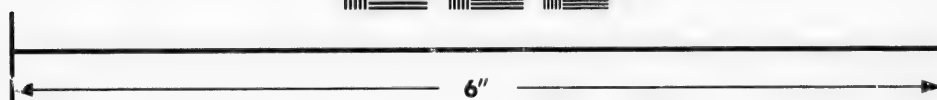
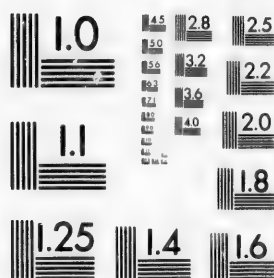


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188. A Compound Sentence contains two or more principal clauses of equal value.

Ex.—The wind blew fiercely, and the rain poured in torrents.

1st Principal Clause . The wind blew fiercely

2nd Principal Clause . (and) the rain poured in torrents.

Write out the principal and subordinate clauses in the following sentences, according to the examples given.

Ex.—1. The men shall be found where they ought to be when the time comes. 2. Our general risked all, and lost all.

<i>Clauses.</i>	<i>Kind of Clause.</i>	<i>Kind of Sentence.</i>
(a) 1. The men shall be found	Principal Clause to b, c	Complex
(b) where they ought to be	Subordinate Clause to a	
(c) when the time comes	Subordinate Clause to a	
(a) 2. Our general risked all	Principal Clause	Compound
(b) and lost all	Principal Clause	

Exercise 88.

The steamer had not come in when I left. I found the books where I left them. You must come if you are able. He was seriously injured, although he was not killed. I came to try the system, and I return disappointed. His lordship has been here, but I have not seen him. Bring a few friends if you please. I cannot concentrate my thoughts when I am surrounded by noisy people. I would have written, if I had thought that you were expecting a letter. If I had thought that you were expecting a letter, I would have written. When the gardener has finished the flower-beds, he will attend to your fruit trees. If I am not mistaken, you are the manager. Sell your business and go abroad. You may remain, but I must go. Our soldiers fought and won. Edward II. was cruelly murdered in Berkeley Castle, and was buried at Gloucester. The queen collected her forces and crossed over. The events have happened as I had expected. All things

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are ready, if our minds be so. Clarence still breathes,—Edward still lives and reigns; when they are gone, then must I count my gains. The beat of the drum and the clash of the battle were there. Its brazen studs and tough bull-hide had death so often dashed aside. There is no creature loves me, and if I die, no soul will pity me. Being satisfied with your honesty and ability, I will testify to them when I am called upon to do so. The report must have been true, that the vessel left this port, reached Queenstown in safety, but had not been heard of at New York when the last news left; for I was told so by the clerk to the owners. We look before and after. And this is in the night!

ANALYTICAL LESSON XX.

189. When there are two or more principal clauses in a sentence, they are said to be **Co-ordinate** with each other.

190. Two subordinate clauses may also be co-ordinate with each other; as, I know not *when he died*, or *where he lived*.

191. If the subordinate clause tells the time, place, cause, condition, etc., of the principal clause, it is called an **Adverbial Clause**; as, We shall see you *when you come*. Place this book *where you found it*.

Point out the Adverbial Clauses in Exercises 87, 88.

192. Ex.—1. The night is past, and shines the sun as if that morn were a jocund one.

2. The forests, with their myriad tongues, shouted of liberty; And the blast of the desert cried aloud, with a voice so wild and free,

That he started in his sleep and smiled at their tempestuous glee.

3. We may well be assured that nothing good can happen, unless we give due attention to our affairs, and act as becomes Athenians.

<i>Clauses.</i>	<i>Kind of Clause.</i>	<i>Subject.</i>	<i>Pred.</i>	<i>Comp. of Pred.</i>	<i>Exten. of Pred.</i>
1 <i>Compound Sentence.</i>					
(a) The night is past	Prin. Cl., co-ord. with <i>b</i> .	The night	is past		
(b) and shines the sun	Prin. Cl. to <i>c</i> , co-ord. with <i>a</i> .	(and) the sun	shines		
(c) as if that morn were a jocund one.	Subord. Cl. to <i>b</i> , (<i>adverbial cl.</i>)	(as if) that morn	were a jocund one.		
2 <i>Compound Sentence.</i>					
(a) The forests, with their myriad tongues, shouted of liberty	Prin. Cl., co-ord. with <i>b</i> .	The forests	shouted	of liberty (<i>indir. obj.</i>)	with their myriad tongues (<i>manner</i>)
(b) And the blast of the desert cried aloud, with a voice so wild and free	Prin. Cl. to <i>c</i> and <i>d</i> , co-ord. with <i>a</i> .	(and) the blast of the desert	cried		aloud (<i>manner</i>), with voice so wild and free (<i>manner</i>)
(c) That he started in his sleep	Subord. Cl. to <i>b</i> , co-ord. with <i>d</i> . (<i>adverbial cl.</i>)	(that) he	started		in his sleep (<i>place</i>)
(d) and smiled at their tempestuous glee.	Subord. Cl. to <i>b</i> , co-ord. with <i>c</i> . (<i>adv. cl.</i>)	and (he <i>underst.</i>)	smiled	at their tempestuous glee (<i>indir. obj.</i>)	
3 <i>Complex Sentence.</i>					
(a) We may well be assured	Prin. Cl. to <i>b</i> .	We	may be assured		well (<i>manner</i>)
(b) that nothing good can happen	Subord. Cl. to <i>a</i> .	(that) nothing good	can happen		
(c) unless we give due attention to our affairs,	Subord. Cl. to <i>b</i> . (<i>adv. cl.</i>)	(unless) we	give	due attention (<i>dir. obj</i>) to our affairs (<i>indir. obj.</i>)	
(d) and act	Subord. to <i>b</i> , co-ord. with <i>c</i> . (<i>adv. cl.</i>)	and (we <i>underst.</i>)	act		
(e) as becomes Athenians.	Subord. to <i>d</i> . (<i>adv. cl.</i>)	as (it <i>underst.</i>)	becomes	Athenians.	

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Analyze Exercises 86, 87, 88, as in the examples above.

Elliptical Sentences.

193. Sometimes the simple sentences joined by conjunctions are not all quite complete; as, He eats less food than I; that is, (He eats less food) than (I eat). Such sentences are called **Elliptical Sentences**.

Supply the ellipses where they occur, in the following sentences *first*, and then parse.

Exercise 89.

(I will get greater profit) than (you will get). I will get greater profit than you. (You write as well) as (I write). You write as well as I. He suffered more pain than his companion. I never knew such misery as this. Human wisdom has been manifested in nothing more conspicuously, than in civil institutions to repress war and retaliation among the citizens of the same state. To him I render more respect than I render mere respect. To him I render more than mere respect. He would rather have you than he would have me. He would rather have you than me. I should be more readily guided by you than him. He expected to attain a glory as bright as the stars are bright. He expected to attain a glory as bright as the stars. He was arrested when he was stepping from the steamer. He was arrested when stepping from the steamer. He has never shown greater ability than on this occasion. He treated him as a brother. You are taller than I. Great states are compelled to consider the military spirit and martial habits of their people as one of the main objects of their policy. Youth cannot be attributed to any man as a reproach. That eloquence is the ardour of conviction and zeal for the service of his country. You are more generous than he. Can any one be happier than you? I am quite as much entitled to it as your brother. No stories are read with more interest than those of your own Lafayette. You will act as secretary. Romance has no tales of more thrilling interest than theirs. He loves her as much as me. You praise hers as much as mine. Yes; that face has known sorrow and suffering. There is now to be brought upon his trial before you, a robber of the public treasury, Caius Verres. There's a beauty for ever unchangingly bright, like the long, sunny lapse of a summer day's light, shining on, by no shadow made tender.

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ANALYTICAL LESSON XXI.

194. Analyze Exercise 89 in the following manner:—

Ex.—1. He endured more hardships than his friend. 2. You speak as well as I. 3. He will more easily find you than me.

Clauses.	Kind of Clause.	Subject.	Pred.	Comp. of Pred.	Exten. of Pred.
1					
<i>Complex Sentence.</i>					
(a) He endured more hardships	Prin. Cl. to b.	He	endured	more hardships	
(b) than his friend.	Subord. Cl. to a. (adv. cl.)	(than) his friend	endured (undst.)		
2					
<i>Complex Sentence.</i>					
(a) You speak as well	Prin. Cl. to b.	You	speak		as well (manner)
(b) as I.	Subord. Cl. to a. (adv. cl.)	(as) I	speak (undst.)		
3					
<i>Complex Sentence.</i>					
(a) He will more easily find you	Prin. Cl. to b.	He	will find	you	more easily (manner)
(b) than me.	Subord. Cl. to a. (adv. cl.)	(than) he (underst.)	will find (undst.)	me.	

195. A group of words, making sense, but containing no *finite* verb, is called a Phrase.

Ex.—The trees of the forest are bare in winter. Of the forest and in winter are phrases. They sang very sweetly indeed. Very sweetly indeed is an adverbial phrase.

Point out the Phrases in Exercises 87, 88, 89.

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SUBJUNCTIVE MOOD.

196. The Subjunctive Mood expresses the condition on which something will be done. *If I were engaged, you could go.*

The peculiarity of this mood is that it has no inflection for person, with one exception.

The Subjunctive Mood of verb *To Be*. (See 150.)

Present Tense.

- Sing.* 1. (*If*) I be
2. (*If*) thou be *or* you be
3. (*If*) he be
Plu. 1. (*If*) we be
2. (*If*) ye *or* you be
3. (*If*) they be
etc.

Past Tense.

- Sing.* 1. (*If*) I were
2. (*If*) thou wert *or* you
were
3. (*If*) he were
Plu. 1. (*If*) we were
2. (*If*) ye *or* you were
3. (*If*) they were
etc.

Verb *To Love* (See 140.)

Subjunctive Mood.

Present Tense.

- Sing.* 1. (*If*) I love
2. (*If*) thou love *or* you
love
3. (*If*) he love
Plu. 1. (*If*) we love
2. (*If*) ye *or* you love
3. (*If*) they love

Past Tense.

- Sing.* 1. (*If*) I loved
2. (*If*) thou loved *or* you
loved
3. (*If*) he loved
Plu. 1. (*If*) we loved
2. (*If*) ye *or* you loved
3. (*If*) they loved

For those who use the compound tenses, the remaining tenses of the Subjunctive correspond with those of the Indicative, and so with the Passive Voice.

197. Sometimes the conjunction is omitted before the subjunctive mood; as, *Were I engaged, you could go.* Other conjunctions besides *if* are used with this mood; as, *unless, though, although, lest*, etc. The subjunctive is always used in a subordinate sentence.

Ex.—If I were you, I would go.

If	a conj., joining two sentences. (Rule XIII.)
I	a sim. pers. pron., 1st pers., sing., eith., nom. or subj. to <i>were</i> . (Rule I.)
were	a sub. or intrans. verb, 1st pers., sing., past, subjunc., agr. with <i>I</i> . (Rule II.)
you,	a sim. pers. pron., 2nd pers., sing., eith., nom. or subj. after <i>were</i> . (Rule X.)
etc.	

Exercise 90.

It will be sad if it happen. If I were engaged, you could go. If thou consider rightly of the matter, Cæsar had great wrong. I will get up early, if you will call. The merchant will fail, although his friends do help him. Love not sleep, lest thou come to poverty. Unless he improve, he cannot be allowed to remain. If it were done, when 'tis done; then 'twere well it were done quickly. Were you to be asked that question, how would you reply? Though he write, I cannot promise to do anything. Unless we work, we must starve. He must leave his native land lest he die. If he were there, I should be satisfied. They fasten it with nails and hammers that it move not. If he repent, forgive him. Though he were dead, yet shall he live. If this be the law, you are guilty. Were you the king, I would not bend. Were I certain that your story was reliable, I would leave to-morrow. Were he to state his reasons, I could not be more able to judge.

Analyze Exercise 90.

THE RELATIVE PRONOUN.

198. The **Relative Pronoun** introduces a subordinate clause, and partakes of the nature of a conjunction. It always refers to some word or phrase going before, called its **Co-relative*** or **Antecedent**.

199. The **Simple Relative Pronouns** are *who*, *which*, and *that*, used as nominatives or subjects.

Who is used when the co-relative is a person or personified noun.

Which is used when the co-relative is not a person.

That may be used whatever be the co-relative.

* Also spelt **Correlative**; but the word is easily made plain to pupils by using, as an illustration, the name of a firm, as, Smith & Co., Relative & Co.

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200. Syntax.—Rule XVII.—The Relative Pronoun has the same person, number, and gender as its Co-relative.

THE CO-RELATIVE AS OBJECT.

Ex.—He saw the man who spoke.

He	a sim. pers. pron., 3rd pers., sing., masc., nom. or subj. to <i>saw</i> . (Rule I.)
saw	a trans. verb, 3rd pers., sing., past, ind., (act.), agr. with <i>he</i> . (Rule II.)
the	a dist. adj., pointing out <i>man</i> . (Rule IV.)
man	a noun, 3rd pers., sing., masc., obj. by <i>saw</i> . (Rule III.)
who	a sim. rel. pron., 3rd pers., sing. (<i>why?</i>), masc. (<i>why?</i>), nom. or subj. to <i>spoke</i> (Rule I.), agr. with its co-relative <i>man</i> . (Rule XVII.)
spoke	an intrans. verb, 3rd pers., sing., past, ind. (act.), agr. with <i>who</i> . (Rule II.)

Exercise 91.

(They love the mother) (who tended them). (The doctor saw the patient) (who was dying). The engine killed the workman who was the *only* support of a large family. The carriage brought the very stranger who accompanied us on our voyage. The officers pursued the lion which had destroyed the cattle. The farmer bought the only horse which was left. The farmer bought the only horse that was left. The duke went to the queen. The duke went to the queen who was staying in the palace. The vessel was commanded by a captain who had often sailed. Go to the lady who visits your family. The assembly was held in the Queen's Hotel, which was prepared for the occasion. Give the book to him who will pay for it. Sorrow has saddened him who used to speak so cheerily. A courier arrived with a letter that confirmed the king's worst fears. It must have been a malicious person that did it. The captain struck the mate, who did not return the blow. This money is all the fortune which was left to her. The business will not pay the dividend that was expected. The postman was attacked by some men who issued from the wood. Send the books that were ordered. You must buy some of the apples which have just come in. He passed the shepherd and dog that have never since been seen. Our boy bought a book and slate, which are both lost. My tyrant foes have forged the chain which binds me in this dismal cell.

THE CO-RELATIVE AS SUBJECT OR NOMINATIVE.

201. In the last exercise the Co-relative was always in the objective. When the Co-relative is in the nominative, the clause with the Relative is generally in the midst of the other clause.

Exercise 92.

The boy departed. The boy (who spoke) departed. A soldier (who had returned) has died. Our parents (who love us) deserve all our regard. The magistrate (who sits on the bench) is not very young. God, who governs the world, is just and good. The cavalry (that have been pursuing the Turks on the right hand) are coming up. The child (that had done so many kind things for him) was never out of his remembrance. The first person (that moves) shall be shot. You are the person who ought to have attended to that matter. Peter is the man who is to go. Men who are engaged in commercial pursuits are generally shrewd. He who is boldest should march first. If I were in your place, I would dismiss the servant who is so disagreeable. It was you who sought the interview, and who are responsible for the results. I was asking the man who keeps the door, if he knew such a person, but he has never heard the name. I, who am only a weak woman, could not face so many dangers. Thou, who rulest in heaven, look down on our miseries, and remove them. They who love vice will suffer by it sooner or later. Gloucester stumbled and struck me, who sought to stay him, overboard into the tumbling billows of the main. Shall I get your order from the merchant who took it? Unless we can trace the person who left the letter, I fear we will not find a better clue than the one which has been given us already. Lend him an umbrella.

ANALYTICAL LESSON XXII.

202. Ex.—I bring the boy who wants a situation.

What boy is brought? The boy *who wants a situation*.

The clause *Who wants a situation* tells us about the boy, and gives a quality by which to distinguish him from other boys, and is consequently *a clause used as an adjective, or an Adjective Clause*.

203.

Clause.

Ex.—I
gentleman

Clauses.

1

Complex Sentence

(a)

I will send the

(b)

which was pro

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Complex Sentence

(a)

The gentleman
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(b)

who came h

(c)

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203. The Relative Pronoun introduces an Adjective Clause.

Ex.—1. I will send the box which was promised. 2. The gentleman who came here and dined is gone.

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Clauses.	Kind of Clause.	Subject.	Pred.	Comp. of Pred.	Exten. of Pred.
1 <i>Complex Sentence.</i>					
(a) I will send the box	Prin. Cl. to b.	I	will send	the box	
(b) which was promised	Subord. Cl. to a. (adj. cl.)	which	was pro- mised.		
2 <i>Complex Sentence.</i>					
(a) The gentleman is gone	Prin. Cl. to b and c.	The gentleman	is gone		
(b) who came here	Subord. Cl. to a, co-ord. with c. (adj. cl.)	who			here (place)
(c) and dined	Subord. Cl. to a, co-ord. with b. (adj. cl.)	(and) who (undst.)			

Analyze Exercises 91 and 92.

THE RELATIVE PRONOUN AS OBJECT.

204. *Nom. (or subj.)* Who | which | that
Obj. Whom | which | that

205. Syntax.—Rule XVIII.—The Relative Pronoun as Object comes before the verb which governs it; as,—

The clerk *whom* you saw is dead; that is, you saw whom.

Whom | a sim. rel. pron., 3rd pers., sing., masc., obj. by *saw*.
(Rule III. and Rule XVIII.)

Exercise 93.

His eldest brother introduced the gentleman whom you saw (you saw whom). A first-rate situation was obtained by the book-keeper whom your uncle had dismissed (your uncle had dismissed whom). We called to ask for the child whom the carriage injured. You know the author whom the children most admire. I will get the song which he likes best. The landlord could not sell the house which the owner of the hall wished to purchase. You can buy the number that you want (you want that). It is the worst case that I have ever decided. You have repeated the blunder that I pointed out to you yesterday. Your old chateau (which you were admiring) has not been occupied for thirty-four years. The apples (which I bought) are not ripe. The parties, whom we accidentally met in Germany, send their compliments to us. He whom you trusted has sadly deceived you. Go to the men whom you have injured, and beg their forgiveness, and I will receive you. In this way Mr. Jermyn inwardly appealed against an unjust construction which his old acquaintance might put on certain items in his history. The mingled irritation, dread, and defiance which he was feeling towards him in the middle of the day, depended on too many and far-stretching causes to be dissipated by eight o'clock. Whence* come these warriors whom I see marching towards the castle gate? This is the giant force that he has summoned to his aid.

206. The Relative is sometimes governed by a Preposition.

Exercise 94.

I will send the servant to whom you are attached (you are attached to whom). Bring the friend of whom you spoke. I must go to the tailor from whom I got the clothes. He was a true and good workman for whom I asked your sympathy. He, beside whom I stand, is the inspector of mines. Let us worship the Lord in whom we live, and move, and have our being. The cave in which the prince concealed himself is still to be seen. The sheriff before whom they were to appear is the most experienced on the bench. The pillar round which the company stood had been erected to commemorate the abolition of an unjust law. The bridge beneath which we are passing is used for railway purposes. They that dwell under his shadow shall return. The waste of wild sea-moor on which they now dwelt, offered only a few patches of soil fit for cultivation. The only supplies which nature furnished were the fish which swarmed in the waters and the salt which encrusted the beds of the lagoons.

See No. 211.

207.

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THE RELATIVE PRONOUN AS POSSESSOR.

207. <i>Nom.</i> (or <i>subj.</i>)	Who	which	that
<i>Poss.</i>	Whose	whose	(none)
<i>Obj.</i>	Whom	which	that

Exercise 95.

Our friend prefers the house whose chimneys you see yonder (you see whose chimneys yonder). That carriage belongs to the parents whose children play with us. I venerate the man whose heart is warm whose hands are pure. An extensive farmer, whose fields you see around, has lost many cattle by the plague which is so prevalent. A very large oak, whose trunk had withstood many a severe gale, was shattered by a flash of lightning during the terrific thunderstorm that lately visited this district. Do you know the name of that large river which flows across South America into the Atlantic Ocean, and whose waters can be traced far out to sea? The mountain, from whose sides the brook flows, is only twelve hundred feet in height. The candidate in whose behalf I labour, will be certain to be highest at the poll.

208. *As* is sometimes used as a Relative Pronoun, and *which* as an Adjective.

209. Sometimes the Relative Pronoun is not expressed, but understood; as,

I have the book you sent; that is, I have the book *which* you sent.

210. Sometimes the Co-relative is understood; as,
Who stirs, shall fall; that is, *He* who stirs, shall fall.

211. Sometimes the Co-relative is a whole sentence;
as,—

He has not returned, which is a source of some alarm.

Supply the ellipses, where they occur, in the following sentences, and parse:—

Exercise 96.

The letter your father lost cannot be found. Give it to the one you love best. Tell me the tales I delighted to hear long ago. I

hold to you the hands you first beheld. Send the recipe of which you spoke. Send the recipe that you spoke of. Send the recipe you spoke of. That is the king we love so well. He must place me in a hall which is fit for monarchs to dwell in. He must place me in a hall fit for monarchs to dwell in. Byron is the author of the lines he repeated. I forget the words he used. Are you acquainted with the writings he lectured about? The watch he had belonged to his father. The sword thou hast was worn on many a bloody field. Who steals my purse, steals trash. That banker took with him no money, which shows he had no intention of leaving the country, as was reported. We are such stuff as dreams are made on. A man should never be ashamed to own that he has been in the wrong, which is but saying in other words that he is wiser to-day than he was yesterday. The king, who was compelled to dismiss his ministers, determinèd to call to his councils fresh men. The king, compelled to dismiss his ministers, determinèd to call to his councils fresh men. There has been, which may easily be shown, great deception practised. Who does not work, must starve. I did not learn which book was lost. For which reason he will do it. I do not care who knows it. The wisest man that ever lived is liable to err. They declared him innocent, which he could not be. The gentleman you have just seen is the celebrated poet of whom so much has been said. Those who seek Wisdom will find her. There was therefore, which is all that we assert, a course of life pursued by them different from that which they before led: Who lives to virtue rarely can be poor. The feat was performed by one of the men, but by which (man) I cannot say. I may do that I shall be sorry for. He that committeth sin transgresseth also the law, for sin is the transgression of the law. He spoke as follows. The names are as follow.

ANALYTICAL LESSON XXIII.

212. Ex.—1. The lord of the manor brought the friends whom we met to spend Christmas with him. 2. Give the letter to the baker, from whom I shall receive it as I pass. 3. We have a religion whose origin is divine. 4. The staff your grandfather used cannot be found anywhere.

<i>Clauses.</i>	<i>Kind of Clause.</i>	<i>Subject.</i>	<i>Pred.</i>	<i>Comp. of Pred.</i>	<i>Exten. of Pred.</i>
1 <i>Complex Sentence.</i>					
(a) The lord of the manor brought the friends to spend Christmas with him	Prin. Cl. to b.	The lord of the manor	brought	the friends	to spend Christmas with him (cause)
(b) whom we met	Subord. Cl. to a. (adj. cl.)	we	met	whom	
2 <i>Complex Sentence.</i>					
(a) Give the letter to the baker	Prin. Cl. to b.	you (underst.)	give	the letter (dir. obj.) to the baker (indir. obj.)	
(b) from whom I shall receive it	Subord. Cl. to a. (adj. cl.)	I	shall receive	it	from whom (place)
(c) as I pass	Subord. Cl. to b. (adv. cl.)	(as) I	pass		
3 <i>Complex Sentence.</i>					
(a) We have a religion	Prin. Cl. to b.	We	have	a religion	
(b) whose origin is divine	Subord. Cl. to a. (adj. cl.)	whose origin	is divine		
4 <i>Complex Sentence.</i>					
(a) The staff cannot be found anywhere	Prin. Cl. to b.	The staff	can be found		not (manner) anywhere (place)
(b) your grandfather used	Subord. Cl. to a. (adj. cl.)	your grandfather	used	which (underst.)	

Analyze Exercises 93, 94, 95, and 96.

THE COMPOUND RELATIVE PRONOUN.

213. What is called a **Compound Relative Pronoun**, as it is supposed to include the relative and co-relative ; as,

I hear *what* you say ; that is, I hear *the thing which* you say.

214. *What* is sometimes an adjective ; as,
I know not by *what* means we shall obtain it.

215. *What*, as a compound relative, will include, sometimes both a nominative and an objective ; sometimes two nominatives ; and sometimes two objectives ; as,

1. I heard *what* was said. 2. *What* was said, was true. 3. I heard *what* you said.

In (1) *what* is partly objective by *heard*, and partly nominative to *was said*.

In (2) it is partly nominative to *was said*, and partly nominative to *was true*.

In (3) it is partly objective by *heard*, and partly objective by *said*.

216. *Whoever, whichever, whatever, whosoever, whichever, whatsoever*, and *whoso* are Compound Relative Pronouns.

Ex.—I will tell what I mean.

What | a comp. rel. pron., partly obj. by *tell* (Rule III.), and partly obj. by *mean*. (Rule III.)

Exercise 97.

He says what he thinks. I repeat what I heard. Write what is new. Sell what you can. This book is what is wanted. What you may say will not affect the question. We are very anxious to know what has happened. I will state what I was told, but I cannot vouch for its truth, as my authority is questionable. You may do what you please, but nothing will avail. *Whoever goes*

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in will not be allowed to return by this gate. Whoever will proceed to the spot will find an immense cave extending into the earth. Think on whatever is honest. I speak not to disprove what Brutus spoke. When he saw what had been done, he lifted up his voice and wept. We speak what we do know, and testify what we have seen. In *what* light *soever* we view him, he will bear inspection. What (*adv.*) with fatigue, and what with hunger, they were in a most miserable condition. I will tell you what letters to write. Whoso sheddeth man's blood, by man shall have his blood shed.

The Subject and the Object.

217. Sometimes the Subject of the verb is a simple Sentence or a Phrase. Sometimes the Object of the verb is a simple Sentence or a Phrase ; as,

(He is guilty) was the cry. He said (I am dying).

Exercise 98.

The Bible teaches "God is love." He asked, Where is your brother? He shrieked out aloud, "Clarence is come, false, fleeting, perjured Clarence, that stabbed me in the field by Tewkesbury." (That you have wronged me) doth appear in this. (Reading good books) improves the mind. To suffer is the destiny of man. To obey our parents is our duty. Hunting the tiger is a favourite sport in India. To knit together the broken bonds of friendship will be no easy task. That you said all this, I can prove. They took it away from (before his face). Come out from (under the table). Cæsar cried, "Help me, or I sink." Did you say I omitted a part of my lecture? To do to others as you would wish that they should do to you, is the golden rule. The poverty of many is the wealth of some. "No more, there is no more," he said, "to lift the sword for now." She answered, "Seven are we, and two of us at Conway dwell, and two are gone to sea." Quoth he, "Put out the boat and row me to the Inchcape rock, and I'll plague the priest of Aberbrothock." When he will return is uncertain. (Four times five) is twenty. Four times five are twenty. (Three and six) is nine. Three and six are nine. "I will try" has wrought wonders.

218. Sometimes the Object of a preposition consists of a Phrase or a simple Sentence ; as,

He will leave before Friday. He will leave before (*you come*).

NOTE.—Prepositions governing simple sentences are by some called Conjunctions. (See Ex. 87.)

Exercise 99.

You will not return before Thursday. You will not return before (the work is finished). The meeting is postponed till evening. The meeting is postponed till (the chairman has returned). He gained his end by perseverance. He gained his end by (persevering in the work). From a butcher's boy he rose to be chancellor. From (being a butcher's boy) he rose to be chancellor. In (laying down the law) be sure that you give justice. Let us conclude the public worship of God by (singing the Sixty-third Hymn). Remember to lock all the doors before the manager goes home. Never blame a friend till you are satisfied that he has done what has been laid to his charge. Before I would endure such obloquy, I would leave the country. Tarry till I come. The letter came after nine o'clock. The letter came after everybody had left the office. After I have once explained it, do not forget it. Through being intemperate, he lost his situation. To (living soberly and righteously) add living godly. If there be any here, let them come forward.

INTERROGATIVE PRONOUNS.

219. *Who, which, and what*, when used in asking questions, are called **Interrogative Pronouns**; as,

Who are you? *Whom* seek ye? *What* are you doing? *Which* is the book?

Who	an interrogative pronoun, 3rd pers., sing., masc., nom. after <i>are</i> . (Rule X.)
Whom	
	an inter. pron., 3rd pers., sing., eith., obj. by <i>seek</i> . (Rule III.)

Exercise 100.

Who has the pencil-case? I (have). What will he do? Which of the kings died on his bed? Robert (died). Who can measure the waters of the ocean? What shall I say? What was done? Nothing (was done). Which may be made most readily? This. What should be done to the person who owns this? Who will introduce me to the gentleman who manages the bank here? I. To which of the partners should I apply? (To) him. From whom comes such a letter? (Such a letter comes from whom?) (From) me. To whom shall we give thanks for the service which has been done to us? Peter. Whose house should be visited

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first? Ours. In whose name has this announcement been made? His. The anniversary of the day on which the battle was won has again returned, and we, whose fathers nobly maintained the honour of the English name, are met to commemorate that event which spread so great a halo round our country's arms. Who did it? I. Who will go? I. Did you bring the message? Yes, I did. Who can carry this? I. Whose is this? Mine. He cares not what he says or does. Then came forth whatever creeps. What say you? Who goes there? Which will you have? They asked him a question. When do you return?

I dare do all that may become a man;

Who dares do more is none.

Were death denied, even fools would wish to die. Were he an angel, they would not believe. They love each other.* We should assist one another.* I will go wherever you desire.

There's a tide in the affairs of men,

Which, taken at the flood, leads on to fortune.

Whatsoever thy hand findeth to do, do it with all thy might. There are those who express a different opinion. Keats, a little before he died, said, "I feel the daisies growing over me." In this, 'tis God directs; in that, 'tis man. Homer is remarkably concise, which renders him lively and agreeable. Who is this David, the son of Jesse?

I hear a voice you cannot hear,

Which says I must not stay;

I see a hand you cannot see,

Which beckons me away.

There is a reaper whose name is Death. Who's there? Which is it?

Tell us, for doubtless thou canst recollect,

To whom should we assign the Sphinx's fame?

ANALYTICAL LESSON XXIV.

220. When a simple Sentence is used as Subject or Object in place of a noun, it is called a Noun Clause.

Ex.—1. Hear him repeat what he has learned. 2. Where he is staying is not known. 3. To refrain from evil is a duty. 4. He does not intend to leave before he puts his affairs in order. 5. Who shall be sent to Paris?

* *Each other* and *one another* are called Reciprocal Pronouns.

<i>Clauses.</i>	<i>Kind of Clause.</i>	<i>Subject.</i>	<i>Pred.</i>	<i>Comp. of Pred.</i>	<i>Notes of Pred.</i>
1 <i>Complex Sentence.</i>					
(a) Hear him repeat	Prin. Cl. to b.	You (<i>undst.</i>)	hear	him (<i>direct obj.</i>) (to) repeat (<i>indir. obj.</i>)	
(b) what he has learned	Subord. Cl. to a. (<i>noun cl. as obj.</i>)	he	has learned	what	
2 <i>Complex Sentence.</i>					
(a) Where he is staying	Subord. Cl. to b. (<i>noun cl. as subj.</i>)	he	is staying		where (<i>place</i>)
(b) is not known	Prin. Cl. to a.	noun clause (a)	is known		not (<i>mann</i>)
3 <i>Simple Sentence.</i>					
To refrain from evil is a duty	<i>Simple Sentence.</i>	To refrain from evil (<i>inf. phr.</i>)	is a duty		
4 <i>Complex Sentence.</i>					
(a) He does not intend to leave	Prin. Cl. to b.	He	does intend	to leave (<i>indir. obj.</i>)	not (<i>mann</i>)
(b) before he puts his affairs in order	Subord. Cl. to a. (<i>adv. cl.</i>)	(before) he	puts	his affairs	in order (<i>mann</i>)
5 <i>Simple Sentence.</i>					
Who shall be sent to Paris?	<i>Simple Sentence.</i>	Who	shall be sent		to Paris (<i>place</i>)

Analyze Exercises 97, 98, 99, 100.

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INTERJECTIONS.

221. An Interjection is used to express some sudden feeling or emotion ; as, *Alas!* he was killed. has no grammatical connection with the sentence.

Exercise 101.

Alas! you do not know the misery of their position. Oh! the orator's voice is a mighty power. Hurrah! the foe is coming. Oh! come ye in peace here, or come ye in war? Ha! what means this warlike guise? Hurrah! the work is done. Hullo! who goes there? I would willingly assist you, but, alas! I cannot. Hark! the lark at heaven's gate sings. Lo! I will stand at thy right hand, and keep the bridge with thee. Tush! mind your own business. Hush! 'tis the dicebox.

Oh! but to breathe the breath of the cowslip and primrose sweet. With the sky above my head, and the grass beneath my feet.

Heigh-ho! 'tis weary, weary work. Lead on, farewell! O that this too, too solid flesh would melt, thaw, and resolve itself into a dew! Oh fie! 'tis an unweeded garden that grows to seed. La! how you frighten me. Pshaw! who told you that story?

Adieu! adieu! My native shore
Fades o'er the waters blue.

Nouns of the First and Second Persons.

222. Nouns are sometimes of the First and Second Persons as well as of the Third. All nouns addressed are Second person, and are in the Nominative case called the Nominative of Address.

Exercise 102.

I, James Miller, declare that this is the very paper. I, David Stewart, certify that he bears a good character. I, John Burnham, am responsible. You, Martha Davidson, are quite correct. You, sir, must be the man. Jessie Craig, bring the book. Oh! night and storm, and darkness, ye are wondrous strong. Roll on, thou deep and dark blue ocean, roll! Plato, thou reasonest well. Oh! coward conscience, how dost thou afflict me! Were I nearer, I would pluck it down.

Ho! maidens of Vienna! Ho! matrons of Lucerne!
Weep, weep and rend your hair for those who never shall return.
Oh! sacred Truth, thy triumph ceased a while.

Now haste, Bernardo, haste! Be men to-day, Quirites, or be for ever slaves. Stay, gaoler stay, and hear my woe.

My beautiful, my beautiful! that standest meekly by,
With thy proudly arched and glossy neck and dark and fiery eye,
Fret not to roam the desert now with all thy wingèd speed.

Oh, father! wilt thou ask me to return? Peter, bring the cash-book and a pen. James, can you bring a message for me?

That in Three Ways.

223. The word *that* may be either an Adjective, Conjunction, or Relative. Which of them it is in any case, must be determined by the part it plays in the sentence.

Exercise 103.

That tree must be cut down. The fields belong to that man. You have destroyed the books that I gave you. Report says that Davidson has made a failure. Come to me at 4 o'clock, that I may show you how to do that puzzle that I got for you. If, then, that friend demand why Brutus rose against Cæsar, this is my answer—not that I loved Cæsar less, but that I loved Rome more.

The boast of heraldry, the pomp of power,
And all that beauty, all that wealth e'er gave,
Await alike the inevitable hour:

The paths of glory lead but to the grave.

Uneasy lies the head that wears a crown. To be or not to be?—that is the question. Is this a dagger that I see before me?

The evil that men do lives after them;
The good is oft interrèd with their bones;
So let it be with Cæsar!

You all did see, that, on the Lupercal,
I thrice presented him a kingly crown,
Which he did thrice refuse.

I am no orator, as Brutus is;
But, as you know me all, a plain, blunt man,
That loves his friend;—and that they know full well
That gave me public leave to speak of him.

But, Only, Since, and Very.

Exercise 104.

There is but one. I would go, but am not able. All have fled but me. You are the only man remaining. He has only to call

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for me. We have not met since Wednesday. Since no work can be done, I may go. How long is it since you were here? You are the only director but Thomas, who has been here since last evening. Since you say so, I will believe it. He ran all the way, but was too late. Only return and you will be forgiven. All are served but me. That is the only horse I have. You are very kind. I have found the very ring that was lost.

The Absolute Phrase.

224. A Noun or Pronoun with a participle, quite independent, in construction, of the rest of the sentence, is called an **Absolute Phrase**; as, *She having died*, he mourns his loss.

225. Syntax.—Rule XIX.—The Noun or Pronoun in an absolute phrase is in the Nominative case.

Exercise 105.

Columbus having finished his account of his voyage, the sovereigns sank upon their knees. Thus talking, the old man's shape troubled me. William Penn approaching the Sachems, all the Indians threw down their arms. The king having been slain, the army broke up and the soldiers fled. The carrier having forgotten some of his commissions, my uncle had to set out for the city by himself. The ship latterly went on the rocks, the crew not being able to prevent it. O God, who art in heaven, we pray to Thee. The matter coming to the ears of the secretary, the conspirators were arrested. They believe him to be the culprit. He became a thief. He died since then. Ah, yes! he did.

Call, Seem, Name, &c.

226. Some verbs besides *To be* have a Nominative after them; as, He is called John. Some are also followed by an Adjective.

Exercise 106.

She walks a goddess and she moves a queen. He was called Longshanks. They grew angry. We felt wearied. The child was called Andrew. He was chosen leader. He will turn out a villain. They were named Waldenses. You have grown tall. She seemed displeased. What is it called? You are the very man who seemed so distressed. Oh, kind sir! help me. Who seems to be too happy? He. Yours seems good. She feels stronger.

Adjectives used as Adverbs.

227. Sometimes an adjective is used as an adverb;
Full well he knows.

Exercise 107.

The sun shone bright. The lark sang sweet in the blue sky.
 The snow fell hushed and silent for three days. They bowed low.
 The mists of evening were spreading wide. The wind sounded
 still through the valley that night. The arrow sped swift to the
 mark. And fast before her father's men three days we've fled
 together. How sweet the moonlight sleeps upon this bank! The
 stars burn blue. Oh mighty Cæsar! dost thou lie so low?

Impersonal Verbs.

228. Verbs which have only the Third Person are
 called Impersonal Verbs.

Exercise 108.

It rains. It snows. It blows hard. Methought my dream
 was lengthened after life. Did you hear how it thundered? It is
 calm to-night. It will thaw before morning.

Analyze Exercises 101, 102, 103, 104, 105, 106,
 107.

SUPPLEMENT.

229. All the different *kinds* of words in the English
 language have now been considered.

They are arranged under eight heads, called the
 eight **Parts of Speech**; viz.—

Noun

Pronoun

Adjective

Verb

Adverb

Preposition

Conjunction

Interjection.

230. The science which treats of all these classes of
 words, both as words simply, and as words combined
 in sentences, is called **English Grammar**.

231. English Grammar is studied in Six Divisions :

1. **Orthography**, which teaches how to spell words correctly, and to divide them into syllables.

2. **Pronunciation**, which teaches how to pronounce or sound them correctly.

3. **Classification**, which teaches how to arrange them in their proper classes.

4. **Inflection**, which teaches how to change them, so as to express number, person, gender, case, time, etc.

5. **Syntax**, which teaches the proper connection of words *in a sentence*, and why certain forms and inflections must be used.

6. **Composition**, which teaches how to express thoughts correctly, neatly, and elegantly.

To these some add—

7. **Etymology**, which teaches the origin of words.

Of these seven divisions, only three are treated of in the foregoing pages : viz., Classification, Inflection, and Syntax.

Letters.

232. A **Language** is the whole system of words used by any particular people. The **English Language** is the whole system of words used by the people in the British Isles, and by their descendants in the United States of North America, Australia, New Zealand, etc. It is also called the Anglo-Saxon language. The words composing this language are all made from twenty-six letters, called the **Alphabet**.

These letters are divided into vowels and consonants.

A **Vowel** makes a full and complete sound by itself. There are seven vowels—*a, e, i, o, u, w*, and *y*.

A **Consonant** cannot be sounded easily without the help of a vowel.

There are nineteen consonants—*b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, x, z*.

Syllables.

A vowel may make a word or syllable by itself; a consonant cannot.

233. A **Syllable** is a complete, distinct sound; as, *dog*, or *mas* in *master*.

If a word consists of only one syllable, it is called a **Monosyllable**; as, *vest*. If it consists of two syllables, it is called a **Dissyllable**; as, *invest*, *vestment*. If it consists of three syllables, it is called a **Trisyllable**; as, *investing*, *investment*. If it consists of more than three syllables, it is called a **Polysyllable**; as, *in-ves-ti-ga-tion*.

234. Two vowels coming together in one syllable make a **Diphthong**; as, *oi* in *voice*, *oa* in *boat*.

Three vowels coming together in one syllable make a **Triphthong**; as, *eau* in *beauty*.

Point out the vowels, consonants, and diphthongs in each of the following words, and divide them into syllables.

Exercise 109.

Cat, boy, note, ease, moist, music, moan, mean, mien, meaning, destroy, commandment, representation, recoil, mountain, dissatisfaction, employment, undoubting, monumental, mournful, sinfulness, forcible, visible, detestable, inconceivable, persistent, misunderstanding, beware, recommendation, satisfaction, irreligious, spontaneous, horrible, arithmetician, political, resuscitate, society, illustration.

Kinds of Nouns.

235. Nouns are divided into Five Classes—Proper, Common, Abstract, Collective, and Verbal.

1st. A **Proper** noun is a name that belongs to one person or thing, and distinguishes it from all others; as, *James Smith*, *London*, *Thames*. A proper noun always begins with a capital letter.

2nd. A **Common** noun is a name that belongs to every individual in a whole class; as, *dog*, *river*, *town*, *man*, *tree*.

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Father
Friar
Gentlem
Governor
Husband
King
Lad
Lord
Man
Master
Nephew
Papa

3rd. An **Abstract noun** is a name derived from some quality or action; as, *blackness, height, cruelty, wisdom.*

4th. A **Collective noun** is a name given to a group or collection of persons or things; as, *crowd, flock, committee.*

It sometimes takes a singular verb and sometimes a plural verb, according as the whole group or the individuals of the group are thought of. When the verb is singular the noun is neuter.

5th. A **Verbal noun** is a present participle used as a noun; as, *reading, writing.*

To what classes do the following nouns belong?—

Exercise 110.

Stone, dog, tree, England, flock, tea, Clyde, Paris, street, whiteness, reading, gold, multitude, Africa, Glasgow, strength, penny, taste, fleet, ship, goodness, majesty, spelling, smith, mason, Henry, Berlin, Benlomond, joy, covey, hearing, army, Peter, Jamaica, county.

Tables of Gender.

236. The Gender of nouns is distinguished in three ways:—

1st. By distinct words for the masculine and feminine.

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Bachelor	maid	Sir	madam
Beau	belle	Son	daughter
Boy	girl	Tutor	governess
Brother	sister	Uncle	aunt
Earl	countess	Wizard	witch
Father	mother	Boar	sow
Friar	nun	Buck	doe
Gentleman	lady	Bull	sow
Governor	matron	Bullock, ox, steer	heifer
Husband	wife	Cock	hen
King	queen	Colt	filly
Lad	lass	Drake	duck
Lord	lady	Gander	goose
Man	woman	Hart	roe
Master	mistress	Horse	mare
Nephew	niece	Ram	ewe
Papa	mamma	Stag	hind

2nd. By a difference in termination ; as—

Abbot	abbess	Czar	czarina
Actor	actress	Duke	duchess
Author	authoress	Emperor	empress
Baron	baroness	Hero	heroine
Bridegroom	bride	Marquis	marchioness
Benefactor	benefactress	Widower, etc.	widow, etc.

3rd. By adding a word ; as—

Man-servant	maid-servant	He-bear	she-bear
Cock-sparrow	hen-sparrow	Pea-cock	pea-hen

Formation of Plural.

237. 1 The plural is generally formed by adding *s* to the singular ; as, *pen, pens*.

2. Nouns whose singulars end in *s, x, sh*, and *ch* soft, add *es* for the plurals ; as, *lass, lasses ; fox, foxes ; dish, dishes ; church, churches*.

3. Nouns in *o*, preceded by a consonant, add *es* ; as *hero, heroes*.

But *canto, grotto, folio*, and some others take *s* only.

4. Nouns in *y*, preceded by a consonant or the vowel *u*, change *y* into *i*, and add *es* ; as, *duty, duties ; soliloquy, soliloquies*. All others add *s* ; as, *boy, boys*.

5. Most nouns in *f* or *fe* change *f* or *fe* into *v*, and add *es* ; as, *leaf, leaves*.

But *grief, stuff, turf, hoof, fife, muff*, etc., take *s* only.

6. Some nouns are alike in both numbers ; as, *deer, sheep, swine, dozen*, etc. *News* and *alms* are generally singular.

Singular.	Plural.	Singular.	Plural.
Man	men	Brother	brothers, or brethren
Foot	feet	Cow	cows
Tooth	teeth	Die	dies
Goose	geese	Fish	fish
Mouse	mice	Genius	geniuses
Ox	oxen	Pea	peas
Child	children	Penny	pennies
Father-in-law	fathers-in-law	Court-martial	courts-martial
Cousin-german	cousins-german	Aide-de-camp	aides-de-camp
	etc.		etc.

Form the plurals of the following words :—

Exercise 111.

Book, hat, knife, hero, match, fish, box, hoof, party, day, goose, pea, news, folio, deer, grouse, sister-in-law, foot, paper, rope, life, turf, child, die, brother, calf, chimney, cargo, rush, motto, oglio, penny, louse.

Kinds of Adjectives.

238. There are four classes of Adjectives : Proper, Common, Numeral, and Distinguishing.

1. Proper Adjectives are formed from proper nouns ; as, *English, French.*

2. Common Adjectives express qualities ; as, *good, wise.*

3. Numeral Adjectives, or Adjectives of Quantity, are divided into—

Definite Numerals ; as,

one, five, forty, both, etc.

Indefinite „ as,

all, some, several, many, etc.

Distributive „ as,

each, every, either, neither.

4. Distinguishing Adjectives : as,

the, this, that, etc.

239. Common Adjectives have three degrees of comparison, as given at No. 41. Besides being compared as already pointed out, many adjectives are compared by prefixing the adverbs *more, most ; less, least* : as, common, *more common, most common* ; or, *less common, least common.*

Tell to what classes of Adjectives the following belong :—

Exercise 112.

British, holy, ninety, every, just, American, these, several, whole, Indian, 1866, fifty, both, many, those, great, red, Scottish, none, yon, happy, immeasurable, supreme, an, Irish, African, true, beautiful, fourth, twentieth, merciful, black, the, a, one, sixty.

Phrases, &c.

240. Such phrases as, *as far as*, *as well as*, *as if*, *so that*, etc., are called **Conjunctive Phrases**. They have, however, been parsed in single words in Exercises 79, 87, 89.

241. Some conjunctions are used in pairs; as, *Either—or*, *neither—nor*, *whether—or*, *both—and*, *though—yet*, etc. They are called **Correspondent Conjunctions**.

242. *When*, *where*, *whence*, *while*, *why*, *whether*, *wherever*, *whereby*, *wherein*, etc., are called **Conjunctive Adverbs** when they connect Clauses. As their grammatical function is to connect Clauses, they have been parsed simply as Conjunctions in Exercises 87, 88.

243. *At present*, *in vain*, *at length*, *in general*, *at last*, *in fine*, etc., are called **Adverbial Phrases**, since they have, when combined, the force of adverbs. Each word may be parsed by itself.

244. *When*, *where*, *why*, *whence*, *how*, etc., when used in asking questions receive the name of **Interrogative Adverbs**.

245. *According to*, *out of*, *instead of*, *along with*, etc., are **Prepositional Phrases**; but they may also be parsed in single words.

FALSE SYNTAX.

Correct the false syntax in the following sentences:—

Exercise 113.

Them are the vegetables I like. Him being on deck we gave three cheers. The bishop's of London's charge gave great offence. The bishop's of London charge gave great offence. Peter's; John's, and Andrew's occupation was that of fisherman. Grey hairs are death's blossoms. He upholds Englands glory.

He had the greatest reason to love they who had most injured him. They who had most injured him he had most reason to love. He invited my brother and I to dine with him. He is the strongest of the two, but not the wisest. He finds it more simpler to take your plan. You had scarce gone when he arrived. These sort of people should be avoided. Are each of these boys ready? Either of you are good enough. Hand me them slates. Did you buy them pens? Those kind of coals are bad. He shot a owl. Do they consider it a honour? Many an man fell. The committee was divided in its opinions. Every man in the society, whatever be their circumstances, must pay their share. The crowd was so great that the police could not disperse them. You are the captain, not me. Love and friendship is refreshing. You and me can try to sell it. Him and me are the worst. He and I we know. Agnes or Anne will give us their company. Neither the king nor his minister will trouble themselves. Each should bring their books with them. Look at them blossoms on the apple-trees. That is the beggar which knocked at our door. The shepherds killed the fox who killed the poultry. Send the child who you got the book from. Thinks I to myself, This will not last long. There is as much real religion and morality in this country as in any other. Wisdom, virtue, happiness dwells with the golden mediocrity. Neither you nor I are concerned. Let thou or I the battle try. Esteeming themselves wise, they became fools. Travellers have often mistook the way. Who sung the song? Her. The cat sprung out. He arrived at Liverpool, and from thence he went to London. He did not say nothing. Can your father not do no work? Nobody can say that none of us did it. Let the business go on whether I am there or no. I did not get no time to give you a visit. Neither thou nor I are able to come. She is as good as him. Who goes there? Me. He that cometh unto me I will in nowise cast out. You are a greater loser than me. He is much taller than her. Who can write a letter? Her. The train of our ideas are often interrupted. Don't he know? She don't know. It is not fit for such as us to sit with the rulers of the land. It is me. Who does he speak to? He was the most noblest fellow I ever met. This is John Jones his mark. Neither he nor she were there. Who done this? I seen him. It was him. Do you know who you are to go to? I have heared it said. He has went away. Between you and I, I don't believe it. Apples will be plenty this year. You are a much older man than me. Who did they tell it to? I cannot by no means permit it. I expected to have dined with you last week. The meeting were numerously attended. A herd of cattle peacefully grazing afford a pleasing sight. I shall pay, whether I attend or no. Who spoke? Him. Everyone to their taste.

PROMISCUOUS EXERCISES.

To be parsed syntactically, and analyzed.

Every day brings its duties. Exercise and temperance strengthen the constitution. Nothing valuable can be gained without labour. To practise virtue is the sure way to love it. Business sweetens pleasure, as labour sweetens rest. Industry is the demand of nature, of reason, and of God. A friend cannot be known in prosperity, and an enemy cannot be hidden in adversity. If our principles are false, no apology from ourselves can make them right—if founded in truth, no censure from others can make them wrong. Valour, humanity, courtesy, justice, and honour were the main characteristics of chivalry. All partial evil is universal good. They that sow in tears, shall reap in joy. Rend your heart, and not your garments. The true consideration is, Has he abused his power? When people are determined to quarrel, a straw will furnish the occasion. Open your lips, ye wonderful and fair. Soft is the strain when zephyr gently blows, and the smooth stream in smoother numbers flows. The labour of years is often insufficient for a complete reformation. A true friend unbosoms freely, advises justly, assists readily, adventures boldly. The dying man, blessing me by name, held out to me his cold, shrivelled hand in token of recognition. The door was suddenly opened, and a tall, fine-looking man entered; but with a lowering and dark countenance, seemingly in sorrow, in misery, and remorse. But yesterday the word of Cæsar might have stood against the world; now lies he there and none so poor as do him reverence. O masters! if I were disposed to stir your hearts and minds to mutiny and rage, I should do Brutus wrong, and Cassius wrong; who, you all know, are honourable men. How they tinkle, tinkle, tinkle, in the icy air of night! while the stars that over-sprinkle all the heavens, seem to twinkle with a crystalline delight. Go, think of it in silence and alone, and weigh against a grain of sand the glories of a throne.

The shades of night were falling fast,
As through an Alpine village passed
A youth, who bore, 'mid snow and ice,
A banner with this strange device—Excelsior!

Sweet was the sound, when oft, at evening's close,
Up yonder hill the village murmur rose;
There as I passed, with careless step and slow,
The mingling notes came softened from below.

Cradled in the field, he was to the last hour the darling of the army; and, whether in the camp or the cabinet, he never forsook a friend or forgot a favour. The victorious veteran glittered with

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his gains ; and the capital, gorgeous with the spoils of art, became the miniature metropolis of the universe.

The isles of Greece, the isles of Greece,
Where burning Sappho loved and sung ;
Where grew the arts of war and peace ;
Where Delos rose and Phœbus sprung—
Eternal summer gilds them yet ;
But all, except their sun, is set.

Is this a dagger that I see before me,
The handle toward my hand? Come, let
Me clutch thee.

His was one of the few, the immortal names that were not born to die.

A time there was, ere England's griefs began,
When every rood of ground maintained its man.

Not enjoyment, and not sorrow,
Is our destined end or way.

The atrocious crime of being a young man, which the honourable gentleman has, with such spirit and decency, charged upon me, I shall neither attempt to palliate nor deny ; but content myself with wishing that I may be one of those whose follies may cease with their youth, and not of those who continue ignorant, in spite of age and experience. I am at liberty, like any other man, to use my own language. They know well that if he was lavish of them, he was prodigal of himself ; and that, if he exposed them to peril, he repaid them with plunder. His fall, like his life, baffled all speculation. Great actions and striking occurrences, having excited a temporary admiration, often pass away and are forgotten, because they leave no lasting results affecting the welfare of communities. If the author of the Irish Melodies had ever had a little isle so much his own as I have possessed, he might not have found it so sweet as the song anticipates.

He did not feel the driver's whip nor the burning heat of day,
For death had illumined the land of sleep, and his lifeless body lay

A worn-out fetter, that the soul had broken and thrown away.

She moulds with care a spirit rare, half human, half divine,
And cries exulting, " Who can make a gentleman like mine ?"

All worldly shapes shall melt in gloom,
The sun himself must die,
Before this mortal shall assume
Its immortality.

Then shrieked the timid, and stood still the brave. I am monarch of all I survey. How shall I curse whom God hath not cursed? Not to know me, argues thyself unknown. From peak to peak, the rattling crags among, leaps the live thunder.

The way was long, the wind was cold,
The minstrel was infirm and old;
His withered cheek and tresses gray
Seemed to have known a better day.
The harp—his sole remaining joy—
Was carried by an orphan boy.
The last of all the bards was he,
Who sang of ancient chivalry.

Our bosoms we'll bare for the glorious strife. As soon as the sun rose all their boats were manned and armed.

The quality of mercy is not strain'd:
It droppeth, as the gentle rain from heaven
Upon the place beneath: it is twice bless'd;
It blesseth him that gives, and him that takes.

Endowed with a great command over herself, Queen Elizabeth soon obtained an uncontrolled ascendancy over her people, and, while she merited their esteem by her real virtues, she also engaged their affection by her pretended ones.

'Tis pleasant by the cheerful fire to hear
Of tempests, and the dangers of the deep,
And pause at times, and feel that we are safe;
Then listen to the perilous tale again,
And, with an eager and suspended soul,
Woo terror to delight us.

When questioned, he declared them to be soldiers. In their statements, whom do they represent me to be? Remember, that to be humble is to be wise. They would have us *refuse* the invitation which has been so courteously sent. Attend, thou son of earth, to my instructions. Let them laugh who win. Were he to confess his fault, he would be forgiven. I intended last year to have visited you. Loved and admired by his friends, he fell a sacrifice to inordinate ambition. The reading of the report occupied one hour. Generally speaking it is injurious to our race. To speak good English is worth some pains. They travelled forty miles a day. He bought a log of wood 16 feet long and $\frac{1}{2}$ yard wide. Alexander the Great wept because he had not another world to conquer. Moses was the meekest of men. To attack vices in the abstract, without touching persons, may be safe fighting indeed, but it is fighting with shadows.

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Like the dew on the mountain,
Like the foam on the river,
Like the bubble on the fountain,
Thou art gone, and for ever.

They could not find a house large enough. *Over* is not *under*. *Once* is too often. An *if* ruins the case. *Ah!* is an interjection. God said, Let there be light, and there was light. He thinks himself a gentleman. I felt the pulse beat. They live near us. We met near the river. Whether he or his brother will go, I cannot tell. It rains, and the wind is never weary. At once his eye grew wild. Inasmuch as ye did it unto one of these, ye did it unto Me. Aroused by Gelert's dying yell, some slumberer awakened nigh. There are two of us present.

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Yet here at nights I sit,
Reading the Book, with Donald at my side;
And stooping, with the Book upon my knee,
I sometimes gaze in Donald's patient eyes—
So sad, so human, though he cannot speak—
And think he knows that Willie is at peace,
Far, far away beyond the norland hills,
Beyond the silence of the untrodden snow.

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To the left of the Athenians was a low chain of hills, clothed with trees: to their right, a torrent: their front was long, for to render it more imposing in extent, and to prevent being out-flanked by the Persian numbers, the centre ranks were left weak and shallow, but on either wing the troops were drawn up more solidly and strong.

e;

These are Thy glorious works, Parent of good!
Almighty! Thine this universal frame,
Thus wondrous fair; Thyself how wondrous then
Unspeakable! who sitt'st above these heavens,
To us invisible or dimly seen
In these Thy lowest works; yet these declare
Thy goodness beyond thought, and power divine.

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The line of the gentle Cowper, "God made the country, and man made the town," has passed into a proverb. At present we fly from York or Exeter to London by the light of a single winter's day. There is a gulf betwixt us.

To be or not to be?—that is the question:—
Whether 'tis nobler, in the mind, to suffer
The stings and arrows of outrageous fortune;
Or to take arms against a sea of troubles,
And, by opposing, end them?—To die?—to sleep,—

No more;—and, by a sleep, to say we end
The heart-ache, and the thousand natural shocks
That flesh is heir to.

It is long by ten feet. It is ten feet long. The canal is twenty yards broad at that point. This the worth of ten shillings. This is worth ten shillings. This is worthy of ten shillings. Your share is worth £150. It is not worth much. The monument is 120 feet high. Yet much remains to conquer still: peace hath her victories not less renowned than war. The time, it is to be hoped, is gone by, when any defence would be necessary of the 'liberty of the press,' as one of the securities against corrupt or tyrannical government. A good book is the precious life-blood of a master-spirit, embalmed and treasured up on purpose to a life beyond life. The worth of a State, in the long run, is the worth of the individuals composing it; and a State which postpones the interests of their mental expansion and elevation, to a little more of administrative skill, or of that semblance of it which practice gives, in the details of business; a State which dwarfs its men in order that they may be more docile instruments in its hands even for beneficial purposes—will find that with small men no great thing can really be accomplished; and that the perfection of machinery to which it has sacrificed everything, will in the end avail it nothing, for want of the vital power which, in order that the machine might work more smoothly, it has preferred to banish.

There's not a flower on all the hills: the frost is on the pane:

I only wish to live till the snow-drops come again:

I wish the snow would melt, and the sun come out on high,

I long to see a flower so, before the day I die.

Howe'er it be, it seems to me,

'Tis only noble to be good.

Kind words are more than coronets,

And simple faith than Norman blood.

There is some soul of goodness in things evil,
Would men observingly distil it out.

Were I but capable of interpreting to the world one half the great thoughts and noble feelings which are buried in her grave, I should be the medium of a greater benefit to it, than I ever likely to arise from anything that I can write, unprompted and unassisted by her all but unrivalled wisdom.

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THE ANALYTICAL METHOD OF TEACHING ENGLISH GRAMMAR.

(Extracted from the "*Museum*," September, 1867.)

WE propose briefly to consider the Analytical Method of Teaching English Grammar. The ordinary method employed is a synthetical one. The synthetical method commences with the *word*, and having shown how many and what are the different kinds of words, or parts of speech, then proceeds to explain how these words are modified or inflected, and how they are arranged to form sentences, so as to express thought. The analytical method begins with the *sentence*, as the expression of a *thought*; examines the parts into which the sentence is divisible, and the relations between these parts, and then arrives at the consideration of the words of which they are made up.

Which of these methods should be adopted in the teaching of English grammar? We answer, neither exclusively; the analytical method should be employed for imparting the first knowledge of the subject, and especially for bringing out its general principles; and the synthetical method is proper for a more detailed subsequent course, and for storing up in the memory the facts and rules of the subject. As Archbishop Whately has well expressed it,—“The synthetical form of teaching is indeed sufficiently interesting to one who has made considerable progress in any study; and being more concise, regular, and systematic, is the form in which our knowledge naturally arranges itself in the mind, and is retained by the memory; but the analytical is the more interesting, easy, and natural kind of introduction, as being the form in which the first invention or discovery of any kind of system must originally have taken place.”

* * * * *

Neither method, as we have already observed, should be used exclusively. Upon this point we quote the following from Sir William Hamilton's Lectures on Metaphysics :—“Analysis and synthesis, though commonly treated as two different methods, are, if properly understood, only the two necessary parts of the same method. Each is the relative and the correlative of the other. Analysis, without a subsequent synthesis, is incomplete; it is a mean cut off from its end. Synthesis, without a previous analysis, is baseless; for synthesis receives from analysis the elements which it recomposes.”

* * * * *

Two principal objections have been made to the use of the analytical method, as the basis of a first course of instruction in

English grammar. In the first place, it has been urged that it mixes together two different subjects, viz., analysis of sentences, and what is ordinarily understood by the term grammar, and thus distracts the attention of the child, by requiring him to learn two things at the same time. This would be a very serious objection if there were any valid foundation for it. Our answer is simply that those who look upon analysis of sentences and ordinary grammar as two separate and independent subjects are altogether in the wrong. They form, when rightly considered, but one whole; so that it is impossible to teach the latter, without at least implicitly and blindly recognising the principles and facts which it is in the province of the former to investigate. Does not, for instance, a comprehension of the meaning of such terms as nominative case and objective case, necessarily involve an understanding of what is meant by the subject and object of a sentence, although the words subject and object may never have been used by the pupil? Does not, again, a comprehension of the office of the adverb, as expressing the time, place, &c., of the action indicated by the verb, necessitate also a knowledge of what is intended, when we speak of the extension of the predicate? And can the pupil possibly tell what noun or pronoun the finite verb agrees with, unless he is able to discover the subject of that verb? In fact, it is impossible to *parse* without implicitly *analysing*. This objection then falls to the ground.

But, in the next place, we are told the analytical method burdens the memory of the pupil with an additional set of technical terms; the study of grammar already involves the learning of a large number of technical terms, and it will be by no means a good plan to add to this difficulty by the introduction of new ones. It is a sufficient answer to this objection to point out how very small is the number of new technical terms introduced. They might almost be counted on the fingers; we have—simple, complex, compound, subject, predicate, object, direct, indirect, enlargement, extension, principal, subordinate, co-ordinate. These are positively all that can be considered as essential. And it must be further observed that these words serve, like all technical terms, to fix and give precision to the ideas which they represent, and therefore render the acquisition and retaining of the subject so much the easier, and the knowledge of it so much the more thorough and lasting. This is indeed nothing but the object and use of all technical terms. So that the knowledge of the principles of analysis being, as we have shown above, necessary for the study of the remaining portions of grammar, these technical terms must simply be looked upon as so many aids in the attainment of such knowledge.

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